

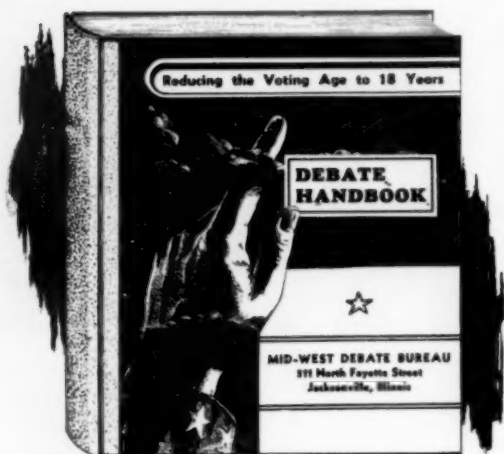
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School Activities

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As the Editor Sees It

In campaigning for the Presidency does Mr. Roosevelt describe his stamp collection, or Mr. Dewey sing? Hardly. Yet every year we see school assembly "political" programs in which the student candidates do the corresponding things: one candidate gives a sleight-of-hand performance, another plays a musical instrument, another dances, another wisecracks and jokes, another sings, another gives a dramatic impersonation, another exhibits his pet and puts it through its routine of stunts, etc. Interesting, instructive, and inspiring though they may be, not one of these items reflects ability to lead a discussion, solve school problems, organize a drive, supervise a project, represent a group, head a committee, handle finances, or write up the minutes. Naturally, then, they do not represent a functional setting for the education of present school voters or future adult citizens.

Limited transportation may handicap interscholastic events of all kinds, but it also helps to provide an excellent opportunity for the further development of intrascholastics.

A week before school opened *The Nevada Daily Mail*, Nevada, Missouri, issued a "Back-to-School-Edition" in which the news of the local school system vied in place and importance with the news of the world. Approximately one-half of the paper's news space was given over to school events, interests, and concerns. Because the school was not yet in session, nearly all of these stories were prepared by the school staff under the leadership of Superintendent Jerry J. Vineyard. Here is a most excellent idea because (1) the local newspaper is one of the best friend-makers a school can have, and (2) any intelligent newspaper editor would gladly co-operate. Why not try it? If you do, use news, not pupil-written poems, stories, essays and similar what-nots, or are-nots.

During the last year or so, many a school has had a new experience, that of facing a liquor problem, especially at games and social events. It is easy to see

how through gossip a single incident can become greatly magnified and result in very detrimental publicity. Complete prevention may not always be possible. However, it is always possible for the school to show its position by meeting a situation immediately and vigorously.

We know of one speaker into whose engagement book, in September, went three graduation programs for next spring, eight months away. Wise school officials adopt the slogan, "Get Your Graduation Speaker Early."

Have you noticed the blurbish blasts published the past few weeks against modern educational ideals, materials, and methods? Much of this material has come from "columnists," those folks who know all the answers about everything under the sun. Most of their stuff has been as lame as the wisdom dispensed around the stove of a country store. Too bad columnists do not stick to something they have a basis for writing about — if there is such a something.

More failures of new student councils can be blamed onto a policy of assuming responsibility for discipline than upon all other causes combined. The handling of discipline, whether by the council itself, a council committee, or a special court, if it comes at all, should be late in a council's development, not early.

Because of the comparative ease with which War Bonds may now be redeemed, it is well to emphasize that the person who buys with the intention of early redemption is not a patriot but a hypocrite.

The next time you hear some individual criticize the school ask him these four questions: (1) Do you believe that teachers are over-paid when some of their own students receive more than they themselves? (2) Did you ever hear of a teacher being paid time-and-a-half for over-time? (3) Do you believe that teachers are underloaded? (4) Did you ever hear of a teacher strike?

Some Thoughts on Terminology

LIKE the descendants of Noah who attempted to build what became the Tower of Babel, we are suffering from a confusion of tongues in the field of Allied activities. It is the purpose of the present article to point out some of these and to make constructive suggestions.

A few decades ago most high schools actually had *extra-curricular* activities which were given little or no supervision by the faculty and which were allotted no time in the schedule of the school. The present writer recalls some of his own experiences in a small town in eastern Nebraska where *extra-curricular* activities were in vogue in the first decade of the present century. To illustrate: the boys decided that they must have a baseball team, and they proceeded to play on the cramped school grounds. The superintendent of schools, a sort of glorified classroom teacher who had an excessive teaching load and neither time nor training for supervision of any kind, disregarded this activity until a window pane was broken by a fly-ball. He promptly assessed all the boys an amount adequate to purchase and install a new window pane. No thought was given to the purchase of screens to cover the windows. Whenever the ball was batted over the fence of some irate property owner, the boys themselves had to attempt to make peace and retrieve the ball. In the absence of any faculty sponsorship, one of the boys was chosen manager and captain of the team. He chose the personnel of the team, and the boy who was fortunate enough to own a baseball and a bat met two of the important criteria for membership. Soon there came an offer of a game with a small college in the county-seat town, eight miles away. All arrangements had to be made by the boys themselves, and the game was played on Saturday. A team of horses and an old spring-wagon were obtained, and the two-hour trip was begun. Each boy had to provide his own expense money, since it was extremely doubtful that any guarantee could be extracted from the college. After the game, the boys just had to see the county seat, a metropolis of 2,000 people, and, as a result, they reached home late at night tired and hungry. Parents objected to the superintendent and the board of education. In-

L. R. Kilzer

*Professor of Education
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stead of them making adequate provision for this great American pastime, the board of education decreed that the boys could thereafter participate in no baseball games away from home. Surely this was in fact an *extra-curricular* activity.

But boys will be boys, and so those boys sought some other outlets for their energies and interests. They decided to form a sort of fraternity, or gang, in order that they might provide opportunities to box and wrestle. They rented an abandoned carpenter shop a few blocks from the school premises. They purchased, borrowed, or otherwise acquired a few sets of poorly-padded boxing gloves, and they succeeded in getting possession of an old mat that had been discarded by the state university twenty miles away. Needless to say, the gloves contributed to serious injuries such as broken noses, and the mat was the source of infections of various kinds. Meetings were held after supper, and light was provided by two kerosene lamps, which might easily have been the source of a fire the local fire department could not have brought under control. Admission was restricted to members of the "club"—no parent, board member, or teacher was at any time permitted to enter. New members were elected by vote of the boys already in the organization, and secret grips and pass words were soon evolved. Here again was an *extra-curricular* activity with all the earmarks of a gang, or high school fraternity, at its worst.

Unfortunately it is true that some high schools still have strictly *extra-curricular* activities. In almost all of the better high schools, however, there are what the North Central Association of Colleges and Secondary Schools calls allied activities whose significant contribution to the objectives of education is recognized. These are sponsored by properly-qualified and interested faculty members, they are usually held on the school premises, time is provided for them in the regular schedule of the school, and membership is determined by democratic requirements of merit

rather than by vote of those who are already members.

Confusion of tongues exists also with regard to the term "commencement." Frequently this is restricted to mean only the final exercises, at which the diplomas are awarded, namely, the graduation exercises. Strictly speaking, the term "commencement" includes all activities of the seniors during their last week in school—baccalaureate exercises, the senior class assembly, graduation exercises, etc. Perhaps the term "commencement" is indeed a misnomer since pupils don't really *commence* at this time.

Many of the better school systems are making progress in the direction of discarding "eighth grade commencement exercises," and are substituting "promotion exercises" if there is need for specific recognition of the completion of the first eight grades. In a small town in a western state the elementary school and the high school had for many years been entirely separate. They had not only separate boards of education but also different superintendents. It had been customary to hold eighth grade "commencement" exercises each year. Two years ago the two superintendents decided to work together in an attempt to dispense gradually with the emphasis that had been placed upon completion of the first eight grades. When the exercises for the eighth grade were held that spring, the term "promotion exercises" was very much in evidence. The superintendent of the grade school presented the pupils to the superintendent of the high school, and the latter told the pupils that they were now considered as part of the high school, that they were merely lengthening their stride; and that they would not be graduates in a real sense until they had completed the work required for the high school diploma. He pointed out, too, that completion of the high school is now as important as completing the eighth grade was when their parents were in school. Whether or not this forward-looking procedure had any influence, the fact remains that two years later the two school systems in that small town were combined under one superintendent on the 6-6 plan.

In many high schools one still hears and reads about student self-government. This constitutes poor terminology from more than one standpoint. In fact, it is distinctly a misnomer. The administrators of the school are responsible to the board of

education for the conduct of the high school. Even college students really have only participation in the government of the college, rather than self-government; the president of the college and the board of trustees reserve final authority and sometimes have occasion to use it. Certainly high school pupils are not legally qualified for self-government. Furthermore, high school pupils are not socially mature enough for such responsibility. One example will suffice: Stealing was going on in the locker room of the boys' basketball squad in a certain high school. The principal tried again and again to detect the person who was doing it, but the thief found it easy to keep an eye on the whereabouts of this one faculty member. Finally in desperation, pupil members of the school council requested the permission of the principal to wire the lockers so that if they were tampered with two or three bells would sound in various parts of the building. Members of the council were sworn to secrecy, and the lockers were wired by council members who had been studying the unit on electricity in their physics class. That night at a critical point in the basketball game, the bells sounded, and eleven pupils converged upon a hapless sophomore boy who had transferred to the school only a few weeks before. He had stolen money and jewelry in his possession. He was divested of these possessions and was told to appear before a council meeting a half hour before school started next morning. All members were present when this boy was brought before the council. He came in with a big grin as if to say: "Well, what do you think you can do about it?" In the course of the next few minutes his entire demeanor went through a great metamorphosis. He became aware of the fact that this group composed largely of his peers disapproved of his conduct. He was soon embarrassed and actually humiliated. Then he heard the council discuss his case and pronounce his penalty—that henceforth he was never to represent his class or his school in any intra-mural or inter-scholastic contest. They were sincere, and they were willing not only to pronounce what seemed to them a suitable penalty but also to carry it out. It was here that their social immaturity became apparent. They were more interested in retribution than in a constructive program that might redeem or salvage this sophomore boy.

(Continued on page 89)

An In-Service Training Program for Teachers

ELGIN High School held an "In-Service Training Program" for its staff members on September first and second of this school year. This was the week-end prior to the opening of school.

We feel that the results were so much worth while that we welcome this opportunity to pass on to other schools our procedures and evaluations of this experiment.

Last spring, just before school closed, one of the lady members on our faculty told us about the excellent results another high school had obtained through an "In-Service Training Program" for its teachers and recommended that we try such a plan at Elgin High School. The suggestion was brought before the Administrative Council of our faculty, which consists of the heads of departments, deans, two representatives of the class room teachers, and the principal. The plan was discussed by them and then by the entire faculty. Opinion was somewhat divided, but the faculty decided to give the plan a trial on the following basis:

1. Attendance and participation in the program on the part of the faculty was to be entirely voluntary.
2. Those who participated were to come back to school on Friday and Saturday of the week preceding the opening of school and assess themselves three dollars each to defray the expenses of such a program.
3. A general steering committee was appointed, charged with the responsibility of securing two outstanding discussion leaders, to be responsible for appointing any other committees that might be needed, and to plan and organize the program for our institute.

We were very fortunate, indeed, in securing the services of two educational leaders who did a very superior job of leading our discussions. These men were Dr. Harry McKown, nationally known author, lecturer, and teacher, and Dr. Stephen Corey, director of the University High School Laboratory courses of the University of Chicago.

The steering committee decided that it would be advisable to center our discussions on a limited number of fields: conse-

R. S. CARTWRIGHT

*Principal, Elgin High School
Elgin, Illinois*

quently, our discussions were for the most part devoted to the following subjects:

1. High School Activities
2. Guidance

It was the sincere desire of the faculty of our school to get the opinions and advice of both the students and the parents. In order to do this, we arranged for a student panel led by Dr. McKown to take charge of the first session, which was held Friday morning. In addition to the ten students on the panel, some fifty other students were present and entered into the discussion as a forum group. Faculty members sat in the background and took absolutely no part in the discussion during the session. In fact, every effort was made to encourage the students to express themselves freely. Dr. McKown did an excellent job in leading this discussion and the students not only participated freely but made many helpful and constructive suggestions.

In the afternoon of the first day's session, the faculty led by Dr. McKown discussed the problems that were raised by the students.

The evening meeting on Friday was in the form of a panel and open forum discussion staged by the parents. A panel of seven parents discussed school problems as they saw them. Every parent who had a youngster enrolled in school was invited to this meeting, and some two hundred and fifty were present. Dr. Stephen Corey led this discussion period and did such a good job that the parents present are still talking about it. We feel that this meeting was one of the very finest on public relations we have ever had at our school. We learned from this meeting that our public relations work in getting information to the parents had not been as effective as we had often thought. This meeting helped to clarify many points in the minds of the parents that had not been clearly understood before, and they were very eager to get this information.

Saturday morning we had our last session. A panel of teachers discussed some

of the major problems raised by the parents in the previous session, and the entire faculty entered into the discussion. The last hour of this period was spent in crystallizing our view, and an attempt was made to get down to fundamentals.

As a result of our "In-Service Training Program":

1. A splendid spirit and high morale has been established in our faculty.
2. We have already put into effect changes that we feel have improved the efficiency and service of our school.
3. Students and parents are pleased over the fact that they had an opportunity to counsel with the faculty and make suggestions.

We were highly gratified over the fact that although the meeting was entirely voluntary, cost the teachers who participated two days of their vacation time and three dollars, eighty-four per cent of our staff took part, practically one hundred per cent of the teachers who were in town.

Miss Marge Biersach of the Elgin staff suggested this plan and served as chairman of the steering committee.

A program of our complete session follows.

ELGIN HIGH SCHOOL

Elgin, Illinois

September 1 and 2, 1944

IN SERVICE EDUCATION PROGRAM

Friday Morning—September 1—Library

9:00-9:10 Registration. Miss Elma C. Engelbrecht, Chairman

9:10-10:15 Student needs. Round table discussion by students with Dr. Harry C. McKown, leader
Participating students and their topics:

Barbara Leitner—An Adequate Recreational Program

Earl Muettert—The Home Room

Charles Peterson—Clubs

Jack Haligas—Study Halls

Carolyn Hameister—The Student Council

Jacqueline Stalen—Assemblies

Constance Bendewald—Halls

Patricia Dougherty—The Work Situation

Ralph Andreasen — Respect for Property

10:15-10:30 Recess

10:30-11:30 Further student discussion with Dr. McKown as leader. (Forty

to fifty representative students will take part in the student forum.) Dr. McKown will summarize the discussion for the students.

Friday Afternoon — Library
Miss Helen Jocelyn, Chairman

1:30- 2:00 Summary of the students' conference—Dr. McKown

2:00- 3:30 Discussion of the students' problems at Elgin High School—the faculty, Dr. McKown, leader

3:30 Tea

Friday Evening — September 1 — 8:00
Miss Marge Biersach, Chairman

Greetings to Parents—Mr. O. F. Patterson, Superintendent of Schools

"School Problems as Parents See Them"—Round table discussion with Dr. Stephen Corey, leader. Participating parents and their subjects:

Mr. Willard Newlin—The Work Problem

Mrs. Ray Strohm—The Lunch Hour
Mr. Edward O. Southard—Physical Fitness

Mr. Leo Apgar—Recreation and Entertainment

Mrs. Edward O. Southard—Respect for Property of Others

Mrs. Walter Wilson—Parents' Understanding of the School

Mrs. E. L. Davis—How to Combat Truancy and Delinquency

An open discussion with the audience participating. (Parents are requested to hand to the ushers questions they wish to be discussed by the panel.)

Saturday Morning — September 2
Library

Mr. Roscoe S. Cartwright, Chairman

9:00- 9:30 Summary of round table on "School Problems as Parents See Them"—Dr. Stephen Corey

9:30-10:30 Round table discussion of the problems revealed by the parents and students—members of the faculty—Dr. Corey, leader

Participants: Mr. Charles Morrill, Miss Margaret Newman, Miss Wilda Logan, Mr. Philip Taylor, Mr. Homer Shelby, Miss Martha Black

10:30-11:30 What recommendations can we make as the result of this conference to guide our thinking in the solving of our school problems?—The faculty and Mr. Cartwright. Dr. Corey will act in an advisory capacity.

New York Holds a Drama Festival

MARJORIE L. DYCKE

*Samuel J. Tilden High School
Brooklyn, New York*

IT WILL probably come as a shock to teachers in small communities that the New York City schools have just held their first drama festival. Dramatic events of this type have been a tradition throughout the country for so long, that to view a festival as an innovation seems like peering back into the annals of time. And New York, of all places, not to have had a festival before! New York, one of the great centers of culture! Thereby hangs this tale.

Because New York offers so many means of diversion, because it has motion picture houses on what appears to be every other corner, because it revels in the Times Square theater sector, it has little time or patience for amateur theatricals. So, many years were gathered to their fathers before a group of high school teachers summoned up enough courage, or foolhardiness, to embark on a festival venture.

The initial step taken, another problem peculiar to large cities presented itself. New York has eighty-four public high schools, most of which have student bodies equivalent in population to small cities. Registers of 4,000 to 5,000 are not uncommon. The enormity of the task of administering and supervising these schools has, of necessity, created a High School Division in the Board of Education which is less personal in its relations to the schools than the local board of a small town can be. This fact, plus the multitude of projects presented almost daily to the Board for approval, has brought about a formidable system of checks and counterchecks, which might have daunted a less hardy crew than the determined group who presented the festival plan. One year after the conception of the idea, the planners were authorized to form a committee and go to work. Five and one-half months later the festival was held.

That, in broad outline, is the story. The details are, naturally, more harrowing. However, since enumeration of procedure down to the last telephone call is unnecessary for an understanding of festival organization, what follows is a general picture if the problems involved.

To begin with, the committee decided on a festival rather than a contest, since it felt that sharing an artistic experience

was of greater educational and cultural value than competing for a prize would be. This spirit of co-operation permeated the endeavor from beginning to end, even to the extent where participating schools borrowed "props" from one another for rehearsals and performances. The hope of the committee was not only that the festival be an enjoyable event, but that it also serve as a stimulus to enrich dramatic programs in all schools for the future.

Questions of policy immediately arose. What limitations should be placed on the choice of plays? What maximum length was to be permitted? What scenery should be used? Where was the festival to be held? What facilities were available? Where was the money coming from?

These questions were settled at a general meeting to which all interested schools were invited. (The committee thought that everyone participating should have a hand in framing the festival policies.) The decisions reached were the following:

- (1) Scripts should not be censored by the committee. Faculty adviser should be permitted free choice of play.
- (2) Running time of plays should not exceed forty minutes.
- (3) All plays were to be done in drapes, with the door and window flats provided by the school where the festival was to be held.
- (4) All properties, costumes, and the transportation thereof were to be provided by the entrant.
- (5) Royalty fees were to be paid by the individual schools.
- (6) Tickets were to sell at 50c, 40c, and 25c, in order to fit the pocketbooks of all pupils, and to induce audiences to see all of the performances.
- (7) The participating schools were to pay no entry fee, but were to guarantee the sale of their ticket quotas.
- (8) The schools were to turn all money in to the Drama Festival Committee.
- (9) They were to submit expense accounts to the committee, who would then reimburse them to the extent of twenty-five dollars.

- (10) The Association of High School Teachers of Speech and the Association of First Assistants in Speech, (the sponsors of the festival in accordance with the rules of the Board of Education), were to be reimbursed to the extent of their contributions, and were to receive, in addition, \$50 to be earmarked for future festivals.
- (11) Complimentary tickets were to be distributed at the discretion of the committee.
- (12) All public high schools were to be circularized in an effort to arouse interest in the festival and to sell tickets.
- (13) All unsold tickets were to be returned two weeks before the festival.
- (14) The sponsoring associations were to be financially responsible in case the festival did not cover expenses.
- (15) Publicity of a dignified sort was to be sought.
- (16) The proceeds were to be donated for the rehabilitation of speech-handicapped war veterans.
- (17) The Central High School of Needle Trades was chosen as the place for the festival, since it was centrally located and since it offered the following facilities: seating capacity, 1,582; stage, 40' x 20'; complete switchboard with dimmers; two microphones for radio and sound effects; two dressing rooms offstage, with lavatories and lockers; two door and window flats; good acoustics; inexpensive running costs.
- (18) All eighty-four schools were to be notified of the decisions of the meeting, and were to be invited to participate. Entry blanks were to be sent to each, to be returned by March 31.
- (19) Each school was to submit a copy of its script to the committee with its entry blank.
- (20) The committee was to set up the program for the performances, to arrange for dress rehearsal time at Central Needle Trades, and to notify the participating schools of both schedules.

Thus were the major policies determined right at the start. The rest of the plan fell into line in accordance with this set-up. Twelve schools returned entry

blanks. The type of play and the running time determined each school's place on the program. Three performances of four plays each was considered the best arrangement by the committee. Friday evening, June 2nd, and Saturday afternoon and evening, June 3rd, were the dates chosen. It was important that the performances not conflict with the presentation dates of varsity shows in the various schools, and that the festival be held sufficiently in advance of state examinations to avoid interfering with studies.

The details of arranging for the auditorium, of the printing of tickets and programs and of their distribution, of the appointment of stage managers, house manager, business manager and publicity manager, can be dispensed with here. Suffice it to say that the festival was held as scheduled, the planning having entailed only one general meeting and three committee meetings.

No one had seen the festival as a whole before its presentation, yet everything went off smoothly. In rehearsal it was found that some of the plays required a longer time for setting the stage than was originally planned, so schools switched places on their individual programs. Nothing of major importance arose since all difficulties had been foreseen and planned for. The Saturday evening running time schedule is indicative of what went on:

- 8:40 Opening procedure
- 8:43-9:15 New Utrecht High School, Queens
- 9:20-9:40 Metropolitan Vocational High School, Manhattan
- 9:40-9:48 Intermission
- 9:48-10:28 Flushing High School, Queens
- 10:32-11:00 Christopher Columbus High School, Bronx

The following plays were given (note the variety of types and styles):

- "The Still Alarm"—George S. Kaufman
- "John Doe"—Bernard Victor Dryer
- "The Neighbors"—Zona Gale
- "He Ain't Done Right by Nell"—Wilbur Braun
- "The Stolen Prince"—Dan Totheroh
- "A World Elsewhere"—Lynn Riggs
- "White Orchid"—Ira Wiener
- "The Nine Lives of Emily"—John Kirkpatrick
- "Sammy and the Gremlins"—Jerry Philips
- "Let Me Come Back"—Jean M. Byers

"The Florist Shop"—Winifred Mawkridge

"The Princess Marries the Page"—Edna St. Vincent Millay

The committee is pleased to report that the festival served its purposes, and that the ledger showed a profit which was turned over for the rehabilitation of speech-handicapped war veterans, according to plan. New York *was* able to take a drama festival after all. And if the complex New York City education system can produce one, no other city need hesitate to say, "On with the show!"

Some Thoughts on Terminology

(Continued from page 84)

The principal then said: "I do not want to veto the action of this council. On the other hand, I want to compliment each and every member for his sincerity and his initiative. I do wish to amend your action somewhat. Instead of ruling that this boy can never again represent his class or his school, I suggest that we amend this action to read as follows: 'Until he proves to be a good citizen, he cannot thus participate.'" Members of the council immediately saw the fairness and the constructiveness of this amended policy, and they adopted it unanimously. More mature judgment of the principal had given this sophomore boy a chance. And so it seems established that "self-government" by pupils in high school is a misnomer.

While it is true that good dictionaries use the terms "pupil" and "student" as synonyms, it is also true that some teachers of the first grade report that they have thirty "scholars" enrolled in their class. To many authorities a scholar is one who is eminent for his learning. The absurdity of such careless use of terms is thus apparent. Dr. Henry Morrison, in his most excellent book, "The Practice of Teaching in the Secondary School," distinguishes clearly and appropriately between a pupil and a student. He holds that a person is a pupil rather than a student until he *can* and *will* make systematic personal growth without the constant tutorial presence and constraint of the teacher, and until he pursues self-dependent study and uses the teacher in the sense that he uses a library, laboratory, etc. According to this criterion the large majority of the young people in our high schools are pupils

rather than students. In fact, many who are enrolled in colleges are actually only pupils by this characterization. It is urged, therefore, that the term "pupils" be used unless one is certain he is referring to *students*.

When reference is made to pupil-participation in the government of the high school, one should not use the term "student council." First of all, the young people are probably pupils rather than students. Furthermore, on this council there is at least one faculty member, the principal, who is an ex-officio member, and it is recommended that at least one other faculty member, appointed by the principal or elected by the faculty members, should hold non-voting membership. Thus it becomes a "school council" rather than either a "pupil council" or a "student council."

By way of summary, it is recommended by the present writer: (1) that the term "allied activities" be used instead of "extra-curricular activities" in all schools that give due recognition to these activities; (2) that the term "commencement" be understood to include such activities as baccalaureate services, senior assembly, and graduation exercises held during the last week of school; (3) that "promotion exercises" should be used in place of "commencement exercises" if there seems need for such special recognition of the pupils finishing the eighth grade in some communities, but that we gradually dispense with special exercises for these pupils; (4) that the term "pupil-participation in government" be used in place of "self-government" in the high school; (5) that distinction be made among the terms "scholar", "student", and "pupil"; and (6) that the term "school council" be utilized in place of either "student council" or "pupil council."

The basis for democracy is co-operative living. In co-operative living all in the group share responsibility. The teacher does things with, not to, his pupils. Instead of the teacher dealing out rights and privileges, these rights and privileges are achieved through acceptance of responsibility on the part of each member of the group. The bond that comes from acceptance of one's responsibility for the good of the group is an abridgement of freedom cheerfully accepted.—EARL C. KELLEY in *Clearing House*.

Wendell Phillips' Preparation for Speaking

WENDELL Phillips, the anti-slavery orator, in his speech on Daniel O'Connell, the great Irish orator, speaks of the effortlessness of O'Connell's oratory. The same may be said of Phillips' oratory. The problem becomes, "How did Phillips prepare for these oratorical triumphs which seemed so effortless?"

Horace Greeley once said, "Wendell Phillips makes you think it is easy to be an orator." He had that rare faculty he never seemed to be making a speech. The audience was unaware of the passing of time; they did not know they were listening to a speech. They were both charmed and aroused. "And while they waited expectant, the hour flew by, the speaker closed as quietly as he began, and the throng reluctantly moved away, pleased, but hungering still; delighted, but unable to tell why; convinced, but against their convictions . . ." "You heard him an hour, two hours, three hours, and were unconscious of the lapse of time. Indeed, he never seemed to be making a speech." ". . . with nothing much to say—that was the impression . . .; one was tempted to wish he would wake up and show his mettle; but you listened. Then the first thing you noticed was that people were taking up their hats." "I have sat under his voice for more than an hour, which always seemed to be only a few minutes."

Aeschines taunted Demosthenes by saying that Demosthenes' speeches "smelled of lamp." But Demosthenes won the crown, and Aeschines was sent into exile. It is difficult to determine just how much a given speaker prepares for a given speech. We know that Phillips disliked writing: "Writing is a mild form of slavery—a man chained to an inkpot," he declared.

It might seem that Phillips belonged to the order of extemporizers—John Bright, Mirabeau, and John Randolph of Roanoke, who stated: "I never write out a speech. I am glad I am singular in that respect." (Debate on Executive Patronage in Senate, March, 1826.) The most reliable of Phillips' biographers, Lorenzo Sears, has this to say of Phillips' adaptation of subject-matter to audience: "Whether it was called a lecture, address, speech, oration, or discourse, it was always adapted to the occasion, subject, and the audience with its varying moods. In this versatility of

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adaptation lay much of his power. People did not listen to an oratorical performance on some high theme, but to a personal argument or discourse of interest addressed to their understanding as directly as in the conversation of one man with another."

Perhaps the speaker himself can describe his method and purpose:

"The chief thing I aim at is to master my subject. Then I earnestly try to get the audience to think as I do. Think out your subject carefully. Forget altogether that you are to make a speech, or are making one. Absorb yourself in the idea that you are to strike a blow, carry out a purpose, effect an object, recommend a plan; then, having forgotten yourself, you will be likelier to do your best."

At best, however, Phillips was rather secretive as to his methods and the extent of his preparation. Horace H. Hagan believes: "It seems probable that it was his custom to jot down a number of points and study them well, then write out and memorize an introduction and leave the rest to the inspiration of the moment. Such a system was bound to enlarge and perfect an already virile imagination; but it also tended to induce exaggeration and misstatements."

Phillips devoured the newspapers. He read the classics, special historical periods, especially English history of the Revolution; he was conversant with the ideas of De Tocqueville on democracy; he was an admirer of Pym and Harry Vane. He made much general preparation, and he was always preparing with one eye on the platform. Anecdotes, incidents, facts, figures, illustrations, analogies were drawn from Latin, Greek, Spanish, Italian, French, and English sources. His American heroes were Sam Adams and James Otis. Higginson states: "Wendell Phillips rarely made special preparation; his ac-

¹Lorenzo Sears, "Wendell Phillips," p. 349

²Carlos Martyn, "Wendell Phillips, the Agitator," pp. 494-495

³George Edward Woodberry, "Heart of Man," p. 301

⁴Moncure D. Conway, *Fortnightly Review*, n.s. 8: 71-72, July 1, 1870

⁵Thomas W. Higginson, "Contemporaries," pp. 264, 265

⁶Op. cit., pp. 343-344

⁷Quoted by Martyn, op. cit., p. 500

⁸In *Sewanee Review*, 21:335, July, 1913

cumulated store of points and illustrations was so inexhaustible that he did not need to do anything more than simply draw upon it when the time came."

Yet Phillips must have made some special preparation. He remarked at one time, when a friend complimented him on his easy power of extemporaneous address, that it was the result of hard work, the joint product of experience and temperament, the fruit of close self-scrutiny and study of audiences while on his feet, and incessant practice in public speaking.¹⁰

Probably at the outset Phillips prepared carefully (Ralph Waldo Emerson called this the secret of Phillips' power), but came to depend upon his accumulation of knowledge and his tried habit of thinking on his legs in later years. On special occasions he would still make special preparation. This was true of the address that he gave before the Phi Beta Kappa society at Harvard, of which we have several reports. Bliss Perry, in his book "And Gladly Teach," p. 68, states that President Eliot of Harvard is authority for the statement that the galley-proofs for the speech were in the hands of newspapers before the speech was delivered. It was memorized down to the last syllable, but Phillips gave it with the illusion of spontaneity, and leaned gracefully on the desk as he gave it. Thomas Wentworth Higginson, likewise, reports the same facts. "... after hearing his Phi Beta Kappa oration, in which he had so carried away a conservative and critical audience that they found themselves applauding tyrannicide before they knew it, I said to him, 'This could not have been written out beforehand,' and he said, 'It is already in type at the *Advertiser* office.' I could not have believed it."¹¹

True it is that Phillips was careless about his speeches. He regarded them, once delivered, as having served their mission. Yet the interesting fact remains that for the two-volume collection of his speeches, lectures, and letters, he revised them. He writes in the Publishers' Advertisement to this collection: "Four or five of the speeches ('Idols', 'Election', 'Mobs and Education', 'Disunion', and 'Progress') were delivered in such circumstances as made it proper I should set down substantially what I had to say. The rest you owe to phonography. . . . There was little time for correction of those in newspapers. Verbal revision took place as time allowed. I left substance and

shape unchanged."

Phillips divided his composition into a number of points, according to Sears. He wrote out a careful and well-studied opening, which he committed to memory. Lectures especially were carefully prepared, and if not actually memorized, became so after many deliveries. "The Lost Arts", "Daniel O'Connell", and "Sir Harry Vane" are examples. Phillips was one of the most popular lecturers on the Lyceum circuit.

Where did Phillips compose? He would retire to the privacy of his den, and sometimes stay there for three days, emerging only to eat and sleep. Later in his career, he would compose on the platform. His thinking was clear, his statements plain, and he had a fine sense of proportion and emphasis. The important fact is, that no matter where or how composed, Phillips in his speeches gave the immediacy of extemporaneous delivery, as of one man conversing with another. He appeared to think out his speech as he uttered it. Very rarely did he have notes or memoranda, and arranged his topics according to the dictates of the clock. When he did write out a lecture, he made no reference to a manuscript. On the few occasions when he did use notes, says Martyn, they were an evident source of embarrassment—"like an eagle walking." (Op. cit., p. 500)

On the death of William Lloyd Garrison, Dr. Samuel G. Green, who had heard Phillips speak a hundred times, testifies that Phillips' funeral oration was the most exquisite he had ever heard. "After the address I chatted with him in his study and asked him about his preparation. He pointed to a piece of paper on the table. There were four lines of points on a slip the size of a small envelope. 'How do you do it?' I asked. 'Ah!' was the reply, 'I was at work on that address for forty years.'"

There was only one disadvantage in this extemporized delivery. Occasionally Phillips went beyond the bounds of good judgment under the stimulation of his audience, and would exaggerate, perhaps even misquote. Such are the pitfalls of the extemporaneous method. Nevertheless, there are probably greater virtues than faults in such a delivery. Phillips held his audiences, made them listen, made them think about the subject closest to his heart—slavery.

¹⁰Thomas Wentworth Higginson, "Hints on Writing and Speech Making," p. 62

¹¹As reported in *Andover Review*, 1:314, March, 1884. "Wendell Phillips, the Man and his Manner."

¹²Thomas Wentworth Higginson, "Hints on Writing and Speech Making," p. 62

Reducing the Legal Voting Age to 18 Years

RESOLVED: That the Legal Voting Age Should be Reduced to 18 Years.

A pollster standing on the average American street corner would have little difficulty in getting an overwhelming affirmative response to the question, "If a boy is old enough to fight and die for democracy, is he also old enough to vote?" Patriotism, appreciation for the sacrifices of our young soldier heroes, the spirit of fair play, and mass war thinking all combine to make this the most logical answer to most Americans. If, therefore, the topic for discussion by American high school debaters were put to a popular vote in 1944, there would probably be little use to continue the discussion of our debate topic during the remainder of the season, since the popular answer would probably be "old enough to fight, old enough to vote," and any discussion that might be made would be purely academic.

In this year of a national election, when both major parties are presenting vigorous campaigns which involve important national and international issues, it might appear as if it would have been wiser to have selected such a subject as the problems of post war world organization, curbing the power of the president in time of peace, the arbitration of all industrial disputes, or plans for dealing with a defeated Germany. All of these topics are of major importance to America, and certainly the unanimity of public opinion is not as great upon any one of them as it is in favor of giving the right to vote to persons who are fighting to preserve our nation.

The beginning debater might properly ask just why we are debating upon this topic, which upon the surface seems to already be settled in the minds of many Americans. In answer we would say that we are debating this topic, first because it is a major American problem that has developed in the last few years and that must some day be settled, and secondly because a combination of circumstances have developed during the last few war years that have made it expedient to begin to settle this problem now.

The rapidity with which this has become a national problem is indicated by the changes in public opinion upon this question. In June, 1939, the Gallup Poll asked the American people if they would like for

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their Congressman to vote for or against a proposal to allow 18-, 19- and 20-year-olds to vote. At that time only 17 per cent of the public favored the change. In January, 1943, the percentage in favor of the proposal had jumped to thirty-nine, by April, 1943, it was forty-two, and in September, 1943, fifty-two per cent of the American public favored this reduction in the legal voting age.

Happily for the affirmative debater, he will not be forced to debate this topic merely upon an academic basis. One state, Georgia, has already made provision for allowing 18 year olds to vote, by an amendment to the state constitution, and an active supporter of the proposal is found in Governor Ellis Arnall. For the first time, 18-year-olds will be given the right to vote in Georgia in the 1944 national election. There can be little doubt but that many interesting facts and statistics will be forthcoming from the Georgia election regarding the 18-year-old voters. Much of this information will be available as the debate season progresses.

PREPARING THE AFFIRMATIVE CASE

When the affirmative debater begins to prepare this debate topic, his first task is to read carefully all of the basic material available upon the subject. This reading should be followed by a careful analysis of both the points of strength and of weakness in the affirmative proposal. One of the most effective methods of making such an analysis is to prepare a list of questions about the more important phases of the topic, and then make an honest effort to answer these questions. When this has been done, the debater will be in a better position to discuss this topic.

In working out the affirmative case, certain suggestions may be of aid to the debater. Some important facts to be remembered while working out the affirmative case are:

The affirmative debater is arguing that the legal voting age should be reduced to 18 years and nothing more. The question does not state that other legal privileges such as making wills, signing contracts,

and permission to sell property without the consent of parents and guardians should be included. The affirmative debater will avoid trouble if he debates merely upon the topic as it is worded and refuses to discuss the advisability of granting these additional powers to 18-year-olds.

The debate question says nothing about allowing 18-year-olds to hold office. Again the affirmative would be wise to stick to a discussion of the question as it is stated without assuming this additional burden of proof.

The affirmative debater should understand the two methods by which the legal voting age could be reduced to 18 years. As the federal constitution is now written, the individual states have the right to determine who shall have the right to vote in both state and national elections. The two ways that this change can be made are as follows: (1) The legal voting age can be changed in each state by making a change in the state constitution. This has been done in Georgia. (2) The legal voting age can be changed in all states by amending the federal constitution.

The affirmative may find some consolation in the fact that there seems to be no real reason why the age of 21 was established as the legal voting age. True, it was the age when the young men were admitted into knighthood, but other reasons for establishing the age of 21 are lacking.

The age of 21 for voters is not universal throughout the world. During the first World War, Great Britain reduced its legal voting age to 19 years for soldiers, but returned to 21 after the war was over. In Russia the minimum voting age is 18, and in the German Republic it was 20. In Japan the lower limit for voters is age 25.

TESTS OF THE DEBATE QUESTION

Any debate topic that is to be used by the debaters of all American high schools for an entire debate season must be selected with extreme care. Certain standards must be in the minds of the framers of the question. The basic requirements of a national debate question may be summarized as follows:

1. The debate question must not be one-sided thus giving an advantage to either the affirmative or to the negative.
2. That question must be of such a nature that its discussion will stimulate the debater to work to secure evidence.

3. Proof should be readily available for both sides of the debate question.
4. The question must be of timely interest.
5. The question must be stated in the affirmative.
6. The question must be stated in clear and definite terms that can be easily defined.
7. In so far as it is possible, the question should be one that will not have been definitely settled by the time the debate season closes.

We will take this debate question just as it has been stated, to see if it meets the seven requirements of a good debate topic as they have been listed above.

This topic certainly meets the first requirement adequately in this debate, since it is not one-sided and does not give an undue advantage to either the affirmative or the negative side. Today we find this problem being discussed by 21 state legislatures and the subject of a proposed amendment to the Constitution of the United States. The fact that it has been made a part of the Constitution of the state of Georgia to allow 18-year-olds to vote and likewise has been rejected by the legislatures of several states indicates that it is not a one-sided question.

The question is of such a nature that it will stimulate debaters to search for materials to prove their points. While only a relatively few magazine articles can be found upon the exact topic of reducing the voting age to 18 years, the number of articles upon allied questions such as youth movements, the education of youth, the poll tax, and other voting and youth problems is large. A study of these allied materials will make the search for information a pleasurable one.

The third requirement, that proof must be readily available for both sides of the question, is properly met by this topic. Many articles of the open-forum type have been published, giving the arguments both pro and con of leading Americans upon this topic.

A subject of greater interest could hardly have been selected for the present year. During the beginning stages of preparation for the debate season, the nation has been in the throes of a national campaign and an election. This has focused the attention of all the people upon the mechanics of voting. Even the passing of election day should not lessen the interest of debaters in this subject, since much

time and study can well be given to an analysis of election results. There is every reason to believe that the interest in this question will continue to be timely.

This question clearly qualifies with the fifth essential of any good subject. It is definitely stated in the affirmative. There can be little argument over the duties of the affirmative in this contest.

The sixth requirement of the debate topic is adequately met as the question is stated in clear and definite terms that are easily defined.

There is every reason to believe that this question will not be settled by the time the debate season closes. It would be impossible for the states or the federal government to make the changes that will be necessary to reduce the voting age to 18 years by the spring of 1945. There is also little danger that it will be a dead issue by that time, since many people feel that the November 1944 election will serve as a stimulus to the further discussion of this problem.

From the discussion given above, the high school debater can be confident that he is entering upon a year of study upon a question that will grow in importance as the debate season progresses. He can also feel certain that there is no best side to the question and that he will not be unduly penalized, regardless of the side he chooses to uphold during the debate season.

TERMS OF THE QUESTION

"THE LEGAL VOTING AGE": By the term "legal" we mean according to the law. In this debate question we cannot define the term legal without taking the rest of the topic into the discussion. When discussing this particular topic, we mean that it should be according to the law to allow persons who have attained the age of 18 years to vote. The question does not specify what law is to be changed to make it legal for 18-year-olds to vote (whether state or federal). This question of which government shall have jurisdiction over adopting a legal voting age will probably be important in the actual debates as the season progresses. The term "voting age" refers to the time in the life of a person when he or she is legally old enough to express an opinion in regard to some matter submitted for a decision, such as the election of government officers or the passing of a resolution.

"SHOULD": The term "should" implies that the affirmative team

must show that a reduction of the legal voting age to 18 years is either desirable or necessary or both at the present time. It is not necessary that the affirmative team be able to show that this proposal *will* be adopted. If they can show that it *should* be adopted in this country, they have established their contention.

"BE REDUCED": The term "reduce" means to bring to a specified form or condition. In this country (with the exception of the State of Georgia which has 18 years as the legal voting age) we are discussing a reduction of the legal voting age from 21 years down to 18 years. This debate question calls for a general lowering of the voting age to 18 years in all parts of the nation.

"TO 18 YEARS": The term "to 18 Years" should be self explanatory in this debate. It is a concrete statement of the lowest age when it shall be legal to vote. When a young person reaches the age of 18 years, he, or she, should have the right to vote.

THE USE OF THE DILEMMA IN DEBATE STRATEGY

The dilemma is a method of strategy in debate that is used for the purpose of leading and directing the thinking of an opponent in such a manner that his statements will eventually be beneficial to your case. The strategy consists of asking your opponent a carefully worded question that may be answered in one of two ways. The question is so worded that either possible answer will reveal a weakness in the line of argument of your opponent. When used properly, the dilemma is one of the most effective weapons known to the debater.

SAMPLE AFFIRMATIVE DILEMMAS

QUESTION: Do the members of the negative team believe that 18-year-olds have the educational qualifications that are necessary to make intelligent voters?

IF THEY ANSWER YES! The members of the negative team have admitted that they are of the opinion that 18-year-olds do have the educational qualifications that are necessary to make intelligent voters. If they are willing to admit that our youth have these qualifications, we cannot see how they can continue to argue that the voting age should not be reduced to 18 years. Years ago Thomas Jefferson stated that education was necessary to make intelligent voters. If 18-year-olds have this

education, we feel that they should be given the vote.

IF THEY The negative debaters do **ANSWER NO!** not believe that the average 18-year-olds of today have the educational qualifications that are necessary to make them intelligent voters. In making such a statement, they, we feel, do not understand the great increase in the number of students who are receiving formal education in the United States today over the figures of fifty years ago. Back in 1890 about 5 per cent of the children of high school age were actually in high school. Before the opening of current hostilities 73 per cent of the children from 14 to 17 years of age (inclusive) were in attendance in American high schools. To further illustrate this point, we find that the general population of the United States doubled from 1880 to 1920, while the high school population was twenty times as large in 1920. It is interesting to note that the high school population has had great increases since 1920. In 1910, twenty-five per cent of our youth of high school age were attending high schools. In 1930 the percentage was 65, and in 1940 it had reached 73 per cent.

Now let us compare the 21-year-old voter of 1890 with the 18-year-old one of 1944. In 1880 only a small percentage of the children between the ages of 14 and 17 were attending high schools. How then were they to receive training in citizenship? The great majority had to receive it as a by-product of their experience as workers. In 1944 we find over 73 per cent of the children between these ages actually in attendance in high school. There they are receiving training in the qualities of the good citizen. They are taught American History, Civics, World Problems and in many schools courses in the Problems of a Democracy. Certainly these modern young people are better prepared to vote at age 18, from an educational point of view, than their 21-year-old relations in 1880. We say give the 18-year-olds the vote.

QUESTION: Do the members of the negative team believe that there is a danger that present population tendencies in the United States will give us too many old voters and not enough of the younger group?

IF THEY The negative debaters **ANSWER YES!** have admitted that there is a tendency toward the

development of too large a group of aged voters in this country at the present time — with our development of the medical profession to the point where the life expectancy in this country has been greatly increased. The result of such a situation is that, as time goes on, we will have more and more older, and often more conservative, voters and less and less younger, and usually more liberal, voters. When our negative friends admit that such a situation is developing in the United States, they are practically admitting that we need to extend the franchise to include more young voters.

IF THEY Our negative friends are **ANSWER NO!** not afraid that there will develop in the United States a group of aged voters who will be too conservative for the total good of the nation. Before we show the tendencies of age groups of the American population, we will try to establish the point that young voters are usually more liberal than older ones. Today the Democratic party is the more liberal of the two major parties. The figures given below are based on the vote-by-ages in the presidential election of 1940 and the congressional elections of 1942:

Age of Voters	Percent Voting Democratic	
	1940	1942
Age 21 - 29	60%	54%
Age 30 - 49	56%	50%
Age 50 and over	51%	44%

The figures given above point out that the younger the voters the higher is the percentage that vote the more liberal tickets. It is logical to assume that in 1940 if we had allowed young people from 18 to 21 to vote the percentage of that group voting Democratic would have been higher than the 60 per cent listed for the 21 to 29 year olds.

We have attempted to establish that younger voters favor a more liberal government than older voters. Now let us see if we are getting a larger number of older voters as the years go by. The United States bureau of the Census has released these figures from 1900 to 1940 and has estimated the trends until 1965. In 1900 forty-six per cent of our population was over 25 years of age. In 1940 the percentage was 56.7 and by 1965 it will be 64.8 per cent.

What are the implications of the figures mentioned above for the future of the American nation? A careful analysis will show that we are getting more and

more voters in the older age groups, who are always more conservative than the younger voters. There is grave doubt in the minds of many leaders whether this is a good thing for our nation. We of the affirmative believe that 18-year-olds should be given the right to vote because they are more liberal in their views.

QUESTION: Do the members of the negative team feel that 18-year-old persons are too young to take seriously the responsibilities of voting?

IF THEY The negative debaters
ANSWER YES! are of the opinion that 18-year-old persons are too young to take the responsibilities of voting seriously. They make such a statement in spite of the fact that most states will allow persons of that age to marry and establish families. Certainly the responsibilities of voting are not any greater than those encountered in marriage and maintenance of a home. It is a well known fact that many of the most successful mar-

riages are made during the teen age.

A second point that the negative debaters have neglected to take into consideration is the fact that American youth of 18 years of age are better educated today than they have ever been before. This will do much to make them more responsible to their duties as voters.

IF THEY The negative debaters are
ANSWER NO! willing to admit that 18-year-olds are not too young to assume the responsibilities of voting. When they make such an admission we cannot see how they can be consistent when they argue that the right to vote should not be extended to young people between the ages of 18 and 21. We believe the young people of this nation are serious enough to assume the responsibilities of voting, and if they have better average educations than the 21-year-old voters had in 1900, we cannot see why they should not vote.

Editor's note: Harold E. Gibson's second article of his series will be published next month.

Petrillo Threatens all Education

HOW ARE you making out in your battle with Petrillo" is the greeting question put to me many times every day. The answer is, "It isn't my battle, it's yours."

It is every American's battle to prevent the violation of our Constitution by racketeers. All of our citizens, particularly our educational leaders, are duty-bound to protect our youth from oppression by dictators. The children of America are entitled to their constitutional rights, including the freedom of speech and expression.

We elect our Congress to make our laws, levy taxes and regulate interstate commerce, but even Congress is not allowed to enact laws which violate the Constitution. Yet one union boss, Petrillo, has assumed all of these functions, and we Americans (including our Congressmen) do nothing about it but talk. And every time we raise a voice in protest we are called "labor baiters." Even union members are intimidated into silence!

I am a member of the union — Petrillo's union. I have been a member in continuous good standing for thirty-five years. This union was once a democratic organization.

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I object to my union's being run by a racketeer who at one time needed an armored car and a bodyguard. As an American I object to my union's being governed by a dictator who can cancel union elections; who can change the constitution of the union; who can spend all the money in the union treasury; who can make his own rules to suit every occasion — all without consulting anyone. Petrillo admitted these powers to a committee of United States senators. As a member of the American Federation of Musicians, I have the right to object to the manner in which my union is being operated, and I don't intend to be intimidated by threats or accusations of being a labor baiter.

I hereby claim that I have done more to protect union musicians against competition from school bands and orchestras than has anyone else in America, including Petrillo. I can support this contention by

my record over a period of twenty-seven years.

Since Petrillo declared war on the children of America, nearly two years ago, I have waged the battle against him almost alone. The banning of broadcasts from Interlochen was followed by a similar banning of all school bands and orchestras. Here is the exact wording of Petrillo's boast, quoted from his published report in the *International Musician* last January: "However, when all the shooting was over and we came to the summer of 1943, there was no Interlochen High School student orchestra on the air. Nor was there in the year 1943 *any other school band or orchestra on the networks, and there never will be without the permission of the American Federation of Musicians.*"

The union did not vote on any such prohibition of educational broadcasting. Petrillo decreed it. More recently he ruled against educational FM broadcasting, refusing permission to the Chicago Board of education to rebroadcast a program entitled "Workshop for war" for educational purposes in Chicago schoolrooms. This ruling strikes at the very heart of the plan by which educators hoped, through this new medium, to equalize educational opportunities and to provide part-time schooling for returning soldiers who will have families to support but who wish to continue their education.

Does anyone doubt that Petrillo intends to control all education broadcasting including FM? The American Federation of Radio Artists (AFRA), affiliated with the A.F. of M. is developing an organization to control all radio actors, singers and speakers! But little imagination is required to foresee what will happen if the present situation is allowed to persist. In the not-too-distant future no speaker will be permitted to talk over the air unless he is a member of, or obtains permission from, some union.

Public indignation against Petrillo's acts rose to a high pitch two years ago. The newspapers and magazines of the Nation were unanimous in condemning his high-handed rule of the air waves. This pressure brought congressional action. The United States Senate ordered an investigation, the result of which was to sooth public wrath — as congressional investigations are wont to do. By March, 1944, the issue was all but forgotten, although nothing had been done about it.

I managed to revive the issue again by

demanding an opportunity to appear before the investigating committee. I had been stalled along for twenty months and had been told that the investigation was closed—without hearing the principal witness, for the Interlochen incident set off the original fireworks. Press and radio again demanded a curb on Petrillo's dictatorial powers and his raids on school children's rights. The Music Educators Conference and the Music Teachers National Association passed resolutions in support of the freedom of the air. Other educational organizations did nothing, probably believing it not to be their concern.

If this fight is lost, there will be no educational broadcasting in the future. The tremendous potentialities of FM educational broadcasting will be nullified. Our returning soldiers must either quit work and go to school or want for a continuing education. Freedom of speech and expression via radio will vanish from America in spite of constitutional guarantees which even Congress cannot desecrate.

What can we do about it? Plenty! We as educators must keep the public aroused and insistent upon maintaining the rights of freedom of speech and expression as provided in the Constitution. We must apply pressure on our congressmen with ever increasing energy until we force them to do their duty as representatives of the people. Thirty million school children can exert more political influence than any other pressure group in America. This is their battle. Give them the facts and let them feel that they have the responsibility of influencing their representatives in Congress. Give them an experience in democratic procedures. Here are the seeds of a youth movement that may well develop into a national awakening as to the responsibilities of citizenship in a republic. Unless our youth take more interest in government than their elders, the future of our country is in peril. This issue, which affects the Nation's school children and therefore enlists the support of all loyal Americans, provides a wonderful opportunity to unite all patriotic citizens in a militant crusade to re-establish constitutional government in the United States.

Our congressmen will vote the way their constituents back home demand that they vote. The way to assure rightful legislation is to see that every honest person in the community is thoroughly acquainted with the facts, then see that he lets his

representatives in Washington know how he feels about the issues at stake.

It matters little whether we broadcast again from Interlochen. But it is of the utmost concern of every American that the

use of radio, the greatest avenue of communication and culture ever devised by man, shall not be denied our children, and their children, and their children's children.

The Debaters' Classroom Library

NOWHERE in the school is the trend toward individual classroom libraries more welcome than in the Debate headquarters. One of the benefits to be gained from high school debating, it is true, is that of locating reference material; but the class room library only adds to this value since it makes the student look for the more unusual references and drives him further afield in catalogs and guides.

The library in the forensic department, like that in other dynamic departments, is a combination of the Dewey System's call numbers. The very smallest group is that 808.5 group. The art of debate, strangely enough, is not in itself dynamic—despite the image called to mind by the name *debater*. The art of debate was known to and defined by Aristotle. There have been later words spoken on the subject, but not truer ones. A glance at a prepared bibliography on the subject is enough to discourage the beginning collector. To the young teacher, such dates as 1898, 1910, 1912, after the titles of the most generally recognized authorities, seem more out-moded than the ancient philosophers and logicians. The Classic Age has something to be said in its favor; not so the thought of the Victorian Era.

"The Art of Debate" by Warren Choate Shaw is the best textbook for classes in debating when the students who make up those classes are chosen by ability references; it is often too difficult for general classes. If it is not used as a textbook, it is an absolute requirement for the library.

As a further balance against the static character of the Art involved, there is the changeability of the classroom library. Except for a small nucleus, the library must change from one year to the next, if not at shorter intervals. Paper covers outnumber cloth bindings in it. From an esthetic point of view, it is probably well that most of the best material is never long in place.

The social sciences form part of the core

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Benson High School
Omaha, Nebraska*

library, together with technical books in grammar, composition, and speech. The prepared bibliographies of various research organizations are requisite too. From that point, the question for the year determines the selection.

The following bibliography is not at all exhaustive; it is offered merely to suggest good material for permanent use by high school debaters.

MODERN DEBATING

by Egbert R. Nichols and
Joseph H. Baccus
W. W. Norton & Co.,
New York, 1936, \$3.00

A good practical presentation. Suitable as a textbook or an auxiliary reference.

HOW TO WIN AN ARGUMENT

by R. C. Borden and A. C. Busse
Harpers, New York, \$2.00

Generally liked by students, this is one of the first "popular" treatments of established material.

REFERENCE SHELF SERIES

H. W. Wilson Co., New York, \$1.25

This annual publication, containing briefs, evidence, bibliography of the current question, is standard equipment in every high school.

UNIVERSITY DEBATORS ANNUAL

H. W. Wilson Co., New York, \$2.25

Another generally known publication, this is good for showing beginners the methods of strategy.

HANDBOOK OF PARLIAMENTARY LAW

by F. M. Gregg
Ginn & Co., Boston, 1940, \$1.25

A handy little book with diagrams to show the fundamentals of procedure

PUBLIC SPEAKING AND INFLUENCING MEN IN BUSINESS

by Dale Carnegie
Associated Press, New York, 1937
\$4.00

When the best of debaters need work in speech as such, they seem willing to follow suggestions from this popular author.

CENTURY HANDBOOK OF WRITING

by Greever and Jones
Appleton-Century, New York, 1942
\$1.20

Ready reference for grammar problems.

COMPOSITION AND RHETORIC

by William M. Tanner
Ginn & Co., Boston, 1922, \$1.56

The stress on outlines makes this a valuable asset to the student who is inclined to neglect careful preparation.

HISTORY OF THE UNITED STATES

by Henry William Elson

McMillan, New York, Rev. Ed., 1937
\$3.50

A complete history; good for background reading and for the presentation of a comprehensive view.

INTERNATIONAL RELATIONS

by Raymond Leslie Buell
Holt, Boston, 1925, \$4.00

Nothing has supplanted this as the best general authority in its field. After a student has read parts of this, he is ready to do specific research

LAW DICTIONARY

Any standard law dictionary, Black's or Stimson's, or another is needed; if it cannot be always available, it should be in the department from time to time.

THE PUBLICATION LISTS

of Pi Kappa Delta

American Library Association, and others as each year's subject will indicate.

What I Think about Home Rooms

SOME students ask, "What are home rooms for?" only to puzzle their teachers. Others really do not know. At the Rohwer Relocation Junior High School, the students do know what home rooms are for, and as a result the home rooms are the backbone of the school.

The purposes of a home room are important because they provide a definite goal toward which to work. Home Room 9-III, which will be my sample, is one of the home rooms of this junior high school. The following are the whys of a home room which were reviewed by Mrs. Merrill H. Ziegler, the sponsor, together with the pupils, at the beginning of the school year:

1. Social group—dividing into smaller groups to get better acquainted
2. Record keeping
3. Practicing parliamentary law
4. Participation in activities of the school
5. Experiences before a group

Having these as their goals, 9-III's accomplish a great deal, carrying out many activities covering these purposes.

Business meetings are held on Wednesdays during home room period, which is half an hour in length, but the business usually extends through one or even two other home room periods. At least three of the purposes are carried out in a business meeting. The important records of

RUTH SHIRAISHI

*Secretary, Student Council
Rohwer Junior High School
War Relocation Center
McGehee, Arkansas*

the home room are recorded by the secretary, while the finance records are recorded by the treasurer. During the business meeting, parliamentary law practice becomes active, and the parliamentarian sees to it that it is practiced correctly.

Students' assemblies are held on Thursdays during the same period. The home rooms present a variety of skits, plays, and quizzes. On other occasions community sings are held, and several programs are presented by the National Junior Honor Society, an installation by the student council, and a concert by the Girls' Glee Club. 9-III's presented a "Doctor I. Q." quiz and a musical entertainment program. Every one of the forty-three members had a part, either in the actual participation or the preparation.

Clubs are held on Fridays. Mondays and Tuesdays are reserved for finishing business meetings, singspirations, book quizzes, and home room programs such as the observance of National Education

Ruth Shiraishi is fourteen years old

Week, Fire Prevention Week, and Book Week. In other words, home room period is set aside for the extra-curricular activities.

The student council of the school works chiefly with the home rooms in fulfilling its purposes. The reports are made by the student council representatives of the home rooms. The student council announces the lost and found articles and also frequently holds a display of the articles. Student ground supervisors are appointed by the council to watch the school grounds before school and at lunch hour. A few of the campaigns, contests, and drives sponsored by the student council in which 9-III's participated last year were: Clean-Up Week, a Bond and Stamp Drive, and a Church Attendance Award. 9-III's have won a second and first place in the two Clean-Up Week contests, sold approximately \$500 in bonds and stamps, and received the religious banner a number of times. Home room victory gardens have been suggested and these may be carried out next year.

The student council also encourages active participation in national drives in which most schools take a part. The national drives in which the home rooms take part are: American Junior Red Cross, sale of Tuberculosis Seals, and the March of Dimes. Citizenship contests are sponsored by the office. The three highest home rooms with the best citizenship marks are commended.

Home room activities include the setting up of a ninth grade library sponsored by the 9-III's, decorating and redecorating the classroom in which the home room group meets, programs of various types, home room flower gardens, athletic games and contests, and socials.

Headed by the home room librarian, the Library Committee has charge of the operation, services, and housekeeping of the library corner. The library includes donated magazines and fiction and non-fiction books. The bookshelves and magazine rack were made by the construction committee of the home room.

The Decoration Committee always contributes whenever an activity is undertaken. The decorations help because the classroom is in the army-type barrack which consists of bare drab walls on the inside, and black tar paper covering the outside.

During the period when the ninth grade English classes were reading Robert Louis

Stevenson's "Treasure Island," the home room girls made black curtains with white skull and bone appliques on them, and the boys put them up at the windows and door. "Treasure Island" scene pictures and character studies were hung up, and the boys placed a large Jolly Roger flag outside the English room. The library corner is set off from the rest of the room with crepe paper streamers. The Library and Decoration Committees meet every six weeks on Saturdays and change the motif of decoration scheme. The committee decorates before the two Open Houses every year.

The programs which were presented during the past year were entertaining as well as educational. National Education Week and the Book Week programs were presented; helps on how to study and similar topics were discussed. Sometimes song fests and song practices were held, with the two home room song leaders in charge. These ninth graders love to sing. New songs: folk songs, patriotic songs, ballads, etc., are introduced through the home room song fests.

During the spring season, the Garden Committee planted and cultivated two flower gardens. This project helped to add beauty outside. Before planting, the home room members held discussions, and even read books, on the types of flowers to plant.

Sponsored by the Physical Education division, intramural games were very well under way in November of last year. Competition was very keen between some of the home rooms. Both boys and girls played. The boys participated in football and basketball, and the girls played volleyball. All of the games were played after school.

Socials were "loads of fun" and every one co-operated to make them a success. 9-III's had two socials strictly for themselves and took part in a combined ninth grade social with the other ninth grade home rooms.

In my opinion, home rooms are a most interesting, stimulating, and necessary part of a school program.

"Co-operative effort can best be learned through team sports, and therein may be found the dynamics of democracy."—Norton Pritchett.

"A hobby is something you go goofy over to keep from going nuts over things in general.—Peggy Fears in *Modern Digest*, April, 1944.

Activities Should Be Stressed Now

THE impact of World War II upon education has resulted in the elimination of many activities from the programs of many high schools. For years there have been objections to the so called "fads and frills" in education by many substantial citizens. There is clamor for the return to the fundamentals on the part of those who want young people trained to become useful cogs in our complicated industrial and commercial machinery. To such persons activities are not only useless but even undesirable.

Educators themselves are by no means unanimous on the part activities should play in a modern secondary school program. Many are lukewarm, and the coming of the war with its many new demands turned the tide in many schools against activities for the duration. The time thus gained is given to various pre-induction courses. Greater stress is put upon mathematics, science, and physical education, and new courses like aeronautics are added to the already over-crowded curriculum. No criticism of this action on the part of schools is intended. It is logical and patriotic to do everything possible to bring schools into line with the war effort. The point raised here is whether this is the best way to do the job of gearing the schools to the task of helping to win the war and the peace which is to follow.

Since this is a war of mechanized forces, it is assumed that schools properly should stress all kinds of technical knowledge. Many schools cleared the decks of most non-technical materials and proceeded under full steam in the direction of technical preparation. At this point, we might ask how have we been doing in the war from a technical standpoint. We are reliably informed from many sources that our defense industries have performed a veritable miracle by producing in great abundance the highest grade of fighting equipment for our armed forces and also much for those of our Allies. It is claimed that we have done in this country in two years what it took some of our enemies twenty years to do. Some of the credit for this is surely due to the good work which the schools of America have been doing. A population without a high degree of education could never have risen so rapidly to meet this great emergency. Our

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enemies had counted upon engulfing us before we had a chance to prepare ourselves. We still shudder when we think of the blitz warfare of 1940 and 1941. Too little and too late were appropriate words then but not now, thanks to American education, inventiveness, and natural resources.

The greatest need which we as a nation have today is not for mechanical equipment to carry on the war. We have guns, planes, ships and other war material superior to that of our enemies in quantities sufficient to swing the balance in our favor soon, we fervently hope. What we do need above all things on the home front is the spirit of unity and co-operation and willingness to sacrifice for the common good. This is very necessary to keep up the morale of our men on the fighting front. We are told that many men abroad think we on the home front have let them down. They hear of our complaints at petty annoyances caused by wartime restrictions, and wonder what they are fighting for.

"What has all this to do with activities?" you ask. The answer is, "A great deal," for activities when properly conducted foster in a very definite way this spirit of unity and co-operation referred to as so badly needed. Student initiative and co-operation play a large part in all extra-curricular activities. The necessity of working together for the good of the group is inherent in all activities. In the band, orchestra, and chorus, students learn to play and sing together. The lesson of subordinating themselves for the good of the group is more easily taught here than in any other way in the school. The home room, club, or student council furnishes an ideal setting for the teaching of democracy in a way that will carry over into life beyond the school. Young people learn to initiate plans and carry them to a desirable conclusion under the direction of the teachers. The activity program is fertile soil for the development of leadership. It has been shown scientifically that leaders

can be made under such circumstances.¹

To those who think that leaders are *born* and that there is not much we can do about it by way of training, let it be emphasized that leaders are *made* and that activities provide a more fertile training ground for leadership than any other in school. Regular classroom work is still largely teacher-controlled and competitive in nature and therefore not so potent a source of training in unity, co-operation, and leadership. Since these qualities are so necessary to the winning of the war as well as the peace to follow, it behooves educators to think carefully before elimi-

nating activities from the school program.

Let us not forget that we are now sacrificing many thousands of lives and billions of dollars in money to preserve the democratic way of life. Should we not then be sure that we have in our schools clear cut procedures which will train our young people to live the democratic way of life for which we are now making such a tremendous sacrifice. Carefully organized and supervised programs of activities in every secondary school of America will take us far toward this desirable goal.

¹Penn State Studies in Education No. 10. Studies in Student Leadership

What the Student Council Can Do

IN ORDER better to teach democracy in our schools, we might well develop a more varied program of student activities. Too many schools feel that they do not have the facilities with which to promote an activity program, but all that is needed is a student body, a little determination, and a lot of co-operation.

In any school that desires to add to its schedule of activities, the student council is the most logical organization to launch the program. Here are some suggestions for student council projects that we have found worthwhile:

1. The War Bond Committee has as its duties the selling of war bonds and stamps in the halls before school in the morning and during the lunch hour.

2. The Safety Committee presents its ideas largely through the liberal distribution of posters throughout the hall, with emphasis being placed on safety in the home as well as on the street.

3. The Intramural Committee directs all inter-class and intra-class athletics, along with events such as basketball free-throw which are on an individual basis.

4. To the Assembly Committee falls the task of arranging, at the beginning of the year, a complete program of Student Assemblies, one each week, and seeing to it that they are presented as planned.

5. The School Spirit Committee computes at the end of each six-week period the relative standing, on a percentage basis, of the four classes, based upon the following competitive activities, each of which is worth a certain number of points: scholarship, attendance, being punctual, school ticket sales, student coun-

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McAlester, Oklahoma*

cil ticket sales, P.T.A. attendance, and participation in intramural activities. In each of these, points are assigned towards winning the School Spirit Cup.

6. Each month two good citizens are selected from the school, a boy and a girl having first been submitted by their respective homerooms, and passed by student council eliminations which narrows the field to three boys and three girls. Following this step, the student body selects the boy and girl they want. This vote is tabulated by the Good Citizen Committee. The winners are then guests each week at the Rotary Club for one month. To fill the requirements, students must be in good standing with all teachers, maintain a C plus average, and be a member of at least one school club.

At the end of each year a boy and a girl are selected as best citizens and are determined by the vote of the student body. The nominees are chosen from the number who were selected as good citizens.

The following projects are not of a permanent nature and are placed in the hands of a committee only when the occasion arises or else when the time selected for this project arrives:

1. A school service flag which will give the total number of former MHS Students in service and a plaque which will give their names are being prepared by two committees at this time and upon their completion will be brought up to date at

six-months intervals.

2. Color Day is observed one day each spring at which time each student wears his respective class colors, as well as his school and national colors. An assembly in keeping with the idea is usually presented.

3. Student Day is also observed one day each spring and is a time at which classes are taught by students selected by their teachers, usually on the basis of scholastic standing. The student council president serves as Superintendent and the vice ident as Principal.

4. Each year, the council sponsors a Christmas basket program to aid the work of the Salvation Army with food contributions to help bring Christmas cheer to some of the more unfortunate families of our community.

5. A campaign for cessation of smoking during basketball games has been brought to a successful conclusion.

6. The council assists in grade school track meets. We also sponsor a homeroom track meet.

7. The student council assists each class in social activities. In these activities we offer as recreational projects, school parties, club parties, school dancing, and various table games.

An adequate number of student council projects involves a great deal of work for everyone concerned. With the right amount of co-operation, no one will be overworked. With the right amount of preparation and planning, a broad student council program is second to nothing in contributing the greatest good to the greatest number.

The Birmingham Poetry Festival

MAY I read? Let me read. I have not had a turn. May I borrow this book? I don't know this word. May I take this book home today?" Questions, questions by the score! The Poetry Festival is on — on with a capital O! Little children, big ones, lanky ones, fat ones, slow ones, bright ones! The Festival reaches them all!

In 1942-43, the Auditorium Department of the Birmingham (Alabama) Public Schools inaugurated its first city-wide Poetry Festival. Such enthusiasm was aroused that the activity was considered important enough to make it an annual affair. The second annual festival was held last spring.

The festival idea was conceived, first, to stimulate the love of good poetry and to provide a morale-building activity to offset war tensions; and second, to meet the very definite need for improvement in oral reading, in speech, and in poise and self-confidence.

In auditorium, the period immediately following the Christmas holidays is apt to be stale and flat — after the excitement of Christmas programs. So it was decided upon as the most suitable time to undertake the Poetry Festival.

During January and February, teachers carried out their individual plans for developing a love of poetry; encouraging wise selection of poems; developing vo-

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cabularies and stimulating reading practice. About the middle of February the real competition began. In some schools each child in the platoon (3rd grade-8th grade) was expected to read a poem; in some, all pupils were invited to read — an invitation that many were eager to accept, and in some schools, so skilled was the stimulation that all clamored to read. The only specified condition for entry was, "Read a poem you like." Approximately fifteen thousand pupils entered into this competition.

Poetry books appeared on all sides — good, better and choice. School libraries answered the challenge by adding books of poems to their shelves. Literature teachers co-operated in the selection, understanding, and enjoyment of the poems.

During the last weeks in February, the competition began — section, class, and school eliminations following in order until the two best readers were chosen from the seventh and eighth grades to represent their school in its area. The city was divided into five areas, centered about the five high schools. During the week of March 6-10, an area festival was held each day with the respective high school

(Continued on page 111)

Assembly Programs for December

As Christmas day this year comes on Monday of the fourth week, schools in most places will be in session only three full weeks in December. Thus the common practice will be to schedule three assemblies for the month, the last of which will be the traditional Christmas program. In this article programs will be suggested for each of the weeks school will be in session. In the reports of assembly committees will be found ideas for other programs which would be appropriate for the month.

Special events in December which afford opportunities for assemblies in addition to Christmas are: anniversary of the Monroe Doctrine, December 2; birthday of Gilbert Stuart, December 3; Pearl Harbor Day, December 7; birthday of Joel Chandler Harris, December 9; Bill of Rights Day, December 15; Aviation Day, December 17; birthday of John Greenleaf Whittier, December 17; and birthday of Woodrow Wilson, December 28. Suggestions for assembly programs for Pearl Harbor Day, Bill of Rights Day, and Aviation Day were published in the December, 1943, number of *School Activities*.

THEME FOR DECEMBER ASSEMBLIES

It is suggested that assemblies for December be based on the theme "Appreciation of Our National Heritage." This correlates well with the themes of the preceding months and with the one for the school year, "For This We Fight." December seems a suitable time for assemblies to attempt to focus attention on our national heritage. The theme is broad enough to cover a year's program of assemblies, and little difficulty will be found in selecting significant phases of our heritage which are suitable for emphasis in individual programs.

For example, a whole series of programs could be planned on our heritage of freedom (Religion, Speech, Press, Assembly, etc.), or our cultural heritage (Literature, Music, Art, etc.)

The reason the word "appreciation" was included in the theme is that an important function of the assembly is to develop a sense of appreciation and aesthetic values in students. Authorities seem to be agreed on this point.

Fretwell says that the assembly should be a tool used in the development of appreciations. Certain programs are designed to foster an appreciation of the necessity of basing conclusions on facts, of seeing the other fellow's point of view, of recognizing the desirability of such regulations in school and out as make for present and future living—and appreciation of the arts—not merely fine arts, but all the arts whereby man lives.¹

McKown points out that all their lives students will be users of music and art in some form. Sculpture, curtains, pictures, automobiles, etc., are designed in accordance with artistic principles. Students should acquire the fundamentals of proper appreciation. Literature and

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drama are other fields in which the consumer needs to develop good taste and critical appreciation. All activities offer some opportunity to develop appreciations, but the assembly seems to be the most effective medium.²

WAR SAVINGS PEARL HARBOR DAY PROGRAM FIRST WEEK

The purpose of this program is to review the heritage of ideals which we are fighting to protect, and to emphasize the need for co-operation on the home front in proportion to the sacrifice on the fighting front. Materials on which to base this program may be secured from the Education Section, United States Treasury, Washington, D. C. The National Thespian Dramatic Honor Society, College Hill Station, Cincinnati, Ohio, has prepared a Wartime Playlist for high school dramatic directors which would be helpful in planning this and other programs for special days.

The following ideas for this program were suggested by the War Savings Section of the United States Treasury:

Talks by returned soldiers, sailors and marines; dedication of the school service flag; singing of patriotic songs, etc.

In many schools this assembly will be the culmination of the War Savings drive for the entire calendar year of 1944, with students purchasing bonds in memory of former students killed or missing in action.

On a program for this event last December, one school made up a scroll listing the purchasers who dedicated their bonds to a particular former student and sent the scroll to the parents of the boy. In Wilmington, Delaware, students worked out a program including a report on the life and accomplishments of each former student killed or missing in action.

A student committee of Lincoln High School, Tacoma, Washington, suggests the following outline for an assembly program to be given on Pearl Harbor Day, based on the theme "Appreciation of Our National Heritage" or "The American Way." This would require twelve student speakers, a narrator, and the high school choir, to be presented effectively. The narrator would introduce each of the four parts of the outline, and the twelve speakers would develop the different points. The choir would present "Ballad for Americans." The outline follows:

¹Elbert K. Fretwell, *Extra-Curricular Activities in Secondary Schools*, (New York: Houghton Mifflin Co., 1931), p. 240.

²Harry C. McKown, *Assembly and Auditorium Activities*, (New York: The Macmillan Co., 1931), pp. 8, 9.

I. Americans enjoy the right to - -

1. "Worship as conscience dictates"—First Student
2. "Speak and write freely"—Second Student
3. "Vote as we please"—Third Student
4. "Acquire a free education"—Fourth Student

II. Enjoyment of these rights released the spirit and minds of Americans and made them free to develop through - -

5. "Inventions"—Fifth Student
6. "Research"—Sixth Student
7. "Culture"—Seventh Student

III. American enterprise and perseverance have brought - -

8. "Expansion to our farthest frontier"—Eighth Student
9. "Conservation of our natural resources"—Ninth Student

IV. The American way includes the right to - -

10. "Work"—Tenth Student
11. "Play"—Eleventh Student
12. "Object"—Twelfth Student

V. "Ballad for Americans"—High School Choir

MUSICAL PROGRAMS

SECOND WEEK

All assemblies should afford an opportunity for students to develop an appreciation for and to enjoy good music. The following quotation emphasizes this idea: "There should be magnificent singing of worthwhile music. In the singing every member of the school can participate. The aim of music is to furnish enjoyment, cultivate musical taste, wake-up, inspire, or unify the whole group." It is appropriate that a few assemblies each year be almost entirely musical and grow out of the work of the music department. An important aim of these should be to develop an appreciation of our heritage of music. The second week in December seems an appropriate time for one of these musical assemblies.

The following musical program was presented in assembly by the Robbinsdale, Minnesota, High School:

- I. "Star Spangled Banner"—Band
- II. "Hail to America" by Huffer—Band
- III. Selection from "William Tell Overture"—Band
- IV. "Land of the Sky Blue Water" by Cadmen—Band
(Indian scene sketched by a student as the band played.)
- V. "Clarinet Polka"—Clarinet Quartette
- VI. "Dark Eyes"—Brass Quintette
- VII. "Pavanne" by Morton Gauld—Band
- VIII. "Circus Parade" by Yoder—Band
- IX. Boys' Quartette - -
"Your Land and My Land"
"A Little Close Harmony"
- X. Humorous Reading—"Beau Billious"

XI. Swing Band - -

- "In My Arms"
"With My Head in the Clouds"
"My Heart Tells Me"

This is the text of an assembly concert presented by the Music Department of the Pendleton, Oregon, High School, which was dedicated to the former band members who are now in the services:

Assembly Concert

Pendleton High Symphonic Band

Howard Deye, Director
Ted White, Student Director

- I. "Star Spangled Banner" (Drum Introduction)
- II. "King Cotton March" by Sousa
- III. Overture, "Peasant Life" by J. Olivadoti
- IV. "Beautiful Saviour" (Crusader's Hymn) by F. Melius Christinsen
- V. "Whitman Centennial March" by Howard Deye
(Official march of the Whitman Centennial celebration. It is symbolic of events in the Oregon Territory between 1836-1936. Themes: 1. Indian, 2. Soldier, 3. Religious, 4. Patriotic, 5. The Marchus Whitman Memorial.)
- VI. Selections from HMC Pinafore by Arthur Sullivan
"We Sail the Ocean Blue"
"When I Was a Lad"
"I'm Called Little Buttercup"
(Cornet solo by Dallas Pevey)
"I'm Monarch of the Sea"
"For He is an Englishman"
- VII. Largo from the "New World Symphony" by Anton Dvorak—(Shirley Hanna, oboe solo)
- VIII. "Who's Afraid of the Big Bad Wolf," from Walt Disney's Silly Symphony "The Three Little Pigs"—Frank Churchill
- IX. Overture "Student Prince" by Sigmund Roberg
- X. "El Capitan March" by Sousa
- XI. "The Little Brown Jug Goes to Town" by Joseph Bergeim
(Featuring various sections of the band)
- XII. "Star Dust" by Hoagy Carmichael
(Featuring various sections of the band)
- XIII. "Stars and Stripes Forever" by Sousa

CHRISTMAS PROGRAMS

THIRD WEEK

It is the opinion of authorities that Christmas and thanksgiving assembly programs may evolve about personages and events somewhat common to all religious beliefs, but care must be taken not to make them purely religious programs. They should be inspirational and develop appreciations, but above all, they should avoid sermonizing and not become stereotyped affairs. Below are presented accounts and texts of Christmas

*Fretwell, op. cit., p. 249.

assembly programs which have been given by schools:

"THE CHRISTMAS CARD"

Aim: To contribute to the appreciation of beauty and good taste for fine music.

Prelude: Christmas carols played by string orchestra

Curtain. (At the center of stage is a huge Christmas card on which is painted a portion of a cathedral with a stained glass window effect. Standing before the window in tableaux are three figures representing carol singers. The stage should be darkened except for spot light on tableaux.) The singers "come to life" to sing "Bring a Torch, Jeannette, Isabella."

Lights out on stage. When lights are on again, the card and singers are gone and the stage is that of the church interior. From back of room may be heard the chorus singing "Holy, Holy, Holy" as the chorus marches to its place in the choir. Lights out. Spot light.

Scene I. Three Shepherds and the Angel. "While Shepherds Watched Their Flocks by Night" sung by chorus with pantomime by the Shepherds and Angel.

Scene II. The Three Kings. "We Three Kings" sung by the chorus as the Kings slowly march through the auditorium and across the stage.

Scene III. Mary and Joseph at the manger. The only light on the stage should be one placed in the manger to represent the Holy Child. "There's a Song in the Air" by the chorus; "Fairest Lord Jesus" by girls' choir; "Angels from the Realms of Glory" by the entire chorus. Spot light on. During the first stanza of this last song the angel re-appears, followed by shepherds during the second stanza, and by the kings during the third stanza. All members of the tableau remain motionless as the chorus sings one stanza of "Joy to the World." Stage completely dark.

The Christmas card is again placed downstage and the three singers stand as in the beginning. They stand motionless in the spot light as the chorus sings the Christmas wish to the audience: "The Chorus, Only, of Wassail Song."

"CHRISTMAS ASSEMBLY"

This assembly was presented in the Passaic, New Jersey, High School. With Mr. and Mrs. Santa Claus seated in their home, made brilliant with the light from the beautiful fir tree, come many to contribute pleasure to the great dispensers of happiness—notes of the Christmas carols, sung by a quartette, opened the program. Then eight girls dressed in ski suits gave a Jingle Bell Dance.

An intaking of breath sounded from the audience of thirteen hundred when a charming four-year-old boy walked past the Christmas tree and greeted the white-haired saint, "Good morning, Santa Claus," and then turned with the same cheery greeting to Mrs. Santa Claus. His gift was a recitation, "The Night Before Christmas." A tap dancer and a violinist brought pleasure to the tired but happy couple. At the close of this unusual entertainment, old Santa asked for gifts for his pack for people of Passaic. From all

parts of the large audience came young people bearing baskets filled with food and toys.

Twenty-one families were provided with one or two baskets, which were distributed Christmas Eve to the children throughout the city. What spirit of good-will toward all as the doors were flung open at dismissal time!

"TYPICAL CHRISTMAS CARDS"

This program was given last Christmas by the Lostant, Illinois, High School. Enlarged copies of typical Christmas cards were displayed one at a time from the stage. These were in color and about three by four feet in size.

The first one displayed was a typical American Christmas card. A reader read several American Christmas legends while a mixed sextet sang "Hark, the Herald Angels Sing" softly behind scene.

The second display was also an American card. The reader read St. Luke 2:1-20 while the singers sang "Joy to the World" and "O Little Town of Bethlehem."

The third card was a typical English Christmas card. The reader read legends of England while the singers sang "God Rest You Merry Gentlemen."

Next was displayed a typical French Christmas card. Reading: Legends from France. Song: "Noel."

The fifth was a typical German Christmas card. Reading: Legends from Germany. Song: "Good King Wenceslaus."

Sixth was a typical Italian Christmas card. Reading: Legends from Italy. Song: "We Three Kings."

Last was displayed the Nativity scene Christmas card. Song: "Silent Night, Holy Night."

The program was sponsored by the seniors and represented a co-operative venture of the Art, Music, and English departments.

REPORTS OF ASSEMBLY COMMITTEES

The following programs were presented during December, 1943, by the Leesburg, Florida, High School:

HOME ECONOMICS FASHION SHOW

Purpose: To display dresses made in class and to bring out the rules for color selection and the suitable lines for types of figures.

Scene: A Cotton Shop. Sign over stage. Rows of dresses on a rack. Several comfortable chairs and other furniture, suggestive of a shop.

Characters: Madam _____, owner of the shop; Mrs. _____, the mother of two girls just graduated from high school who are looking for clothes to take to college.

Action: Madam _____ is arranging dresses on rack when the mother and daughters enter asking to be shown dresses to suit their figures and coloring. One girl is a blonde and the other a brunette. Models are brought in wearing dresses the girls have made. Madam points out the lines and color of each dress, mentioning whether

⁴R. Jenkins, "The Christmas Card," *School Activities*, X (December, 1938), pp. 185, 186.

⁵Ruth H. Thomas, "Auditorium Programs," *The Quarterly Journal of Speech*, XXII (April, 1936) pp. 268, 269.

or not it would suit one or both of the girls. The dresses are grouped into sport, costumes, school dresses, and date dresses.

LATIN ASSEMBLY PROGRAM

Pandora's Box—A one-act play given in costume, first in English, then in Latin.

Saturnalia—A short one-act play, given in both English and Latin.

A Scene in Ancient Rome—An original one-act play by a student, given in Latin.

Femina Romana—A short one-act play given in both English and Latin.

Anthony's Funeral Oration—Character in costumes, mob scene portrayed. Presented by second year Latin class.

FACULTY ASSEMBLY PROGRAM

This program was entitled "Here's the Way You Look," and its purpose was to illustrate bad habits in etiquette around the school.

(Faculty, dressed as high school students with identity easily recognizable by dress and mannerisms, assembled in group off stage.)

Announcer: "Leesburg High Students, please enter the classroom." (They rush in noisily, etc., interrupt teacher while roll is being called, sharpen pencils, etc.)

Announcer: "Students in class." (A five minute session follows in which various bad habits in classroom etiquette are demonstrated.)

Announcer: "Students in study hall." (A five-minute period demonstrates how not to act in study hall.)

Announcer: "Students go to lunch." (All are sitting on the edge of their seats ready to make a break for the door. When the gong sounds, all rush pell-mell across the stage, pushing, shoving, trying to get first place in the cafeteria line, noise, confusion, teacher trying to get out of way, etc.)

The second part of the assembly was a faculty play called "Ye Village Skewl of Long Ago." This was a humorous performance in which teachers introduce as much local color and humor into their lives as possible.

CHRISTMAS ASSEMBLY

(Girls' Chorus)

Stars Lead Us Ever On—Indian Carol

Jesus Is Born—Bohemian Carol

Soprano Solo—Nazareth—*Gounod*

(Mixed Glee Club)

Shepherds' Christmas Song—*Rumann Dickinson*

Break Forth O Beauteous Heavenly Light—*Bach*

Lo How a Rose E'er Blooming—*M. Praetorius*

Contralto Solo—O Holy Night—*Adam*

(Mixed Glee Club)

Sleep of the Infant Jesus—*Noel*

Yuletide Fantasy—*Haupt*

EXCERPTS FROM ASSEMBLY BULLETIN

MARSHALL HIGH SCHOOL, MINNEAPOLIS, MINNESOTA

PURPOSE

Assembly programs have a three-fold purpose: to entertain, to educate, to build school spirit. In general, the entertainment should be of such a nature as to please not only the eye and the ear, but to add also to the student's informational

and cultural background. Educationally the assembly period should develop in the student body habits of attention, courtesy, control and tolerance. From well-ordered assemblies there grows and spreads among both students and teachers a sense of unity of aim and accomplishment. This reaches its climax in the development of a common respect for order and a consideration for the rights of others which serve as a true measure of school spirit.

POLICY

1. One program each week.
 - a. Exceptions according to particular school conditions.
2. All programs must be cleared through chairman of assembly committee.
3. All student productions under supervision and sponsorship of a faculty member.
4. No program need necessarily last the full fifty-five minute period.
5. Student control of assemblies, under faculty supervision, is the objective.

PROCEDURE

1. Students pass from class to auditorium quickly and quietly.
2. Each student should be in assigned seat when first bell rings.
3. Attention on second bell.
4. Advisers should be with their respective groups.
5. Any teacher may assign a student to special study hall if he does not show good auditorium manners.

Now ready —

HARRY C. McKOWN'S

THE STUDENT COUNCIL

Explains how to initiate, promote, organize, administer, and improve a student council or a plan for youth participation in control. Everything about student council work the school administrator, instructor, or student should know. Covers the whole field, from history and principles to procedures, activities, financial administration, and evaluation. \$2.50.

Send for a copy on approval

McGRAW HILL BOOK CO., INC.
330 West 42nd St., New York 18, N.Y.

PLAN

1. Date set with assembly committee chairman.
2. Order to be given at earliest date to stage manager.
 - a. A written description by faculty sponsor regarding stage plan, lighting, time, and microphones.
 - b. Personal conference with stage manager by faculty sponsor.

N.B.

Each adviser is asked to discuss this report with his advisees and report to the committee any further student suggestions.

TITLES OF 1943-44 ASSEMBLIES

PASADENA, CALIFORNIA, JUNIOR COLLEGE

- I. Program on war service activities sponsored by War Council. Music by Junior College Band.
- II. Popular dance band.
- III. Lecture by local civic leader.
- IV. Student talent show.
- V. Hancock String Ensemble. Chiefly classical music.
- VI. Red Cross program of motion pictures of war work. Parade of Red Cross services. (Junior College girls in uniform of Red Cross services.) Reading of names of Junior College men missing in action.
- VII. Christmas program by Music and Drama departments.
- VIII. Popular orchestra and presentation of election candidates.
- IX. Student talent show.
- X. Student talent show put on as a radio program. This is the most popular assembly of each year.
- XI. Band Concert. Very popular with faculty and students.
- XII. Graduation assembly.

The following programs were given during December, 1943, at the Central High School, Madison, South Dakota:

PHYSICAL EDUCATION ASSEMBLY PROGRAM

Theme: The role of physical education in national defense.

Student Announcer and Pianist

Singing of Group Songs

Pyramid Building

Tumbling

Discussion on Physical Fitness lead by Student

Folk Dancing

Marching

Tap Dancing

Gymnastics

Comedy Number

PEARL HARBOR DAY ASSEMBLY

"God Bless America"—Band

Talk on Significance of Pearl Harbor Day—Student

Patriotic Songs—Assembly

Radio Skit—"Time Is Short"—Six Students

Discussion in which all participate: "Are we doing all we can to help win the war?"

"Star Spangled Banner"—Assembly and Band

Play Given by Freshman Girls—"A Girl in Every Port"
Patriotic Songs

CHRISTMAS CONCERT

Director — Regina McMahon

Prelude

Angel Serenade.....Jane Rubin

Silent Night.....Gruber

Lo! How a Rose.....Praetorius

Oh Holy Night.....Adam

Mixed Chorus

Jesus in the Manger.....Polish

Slumber Song of the Virgin.....Barnby

Girls Sextette

Ave Maria.....Bach - Gounod

Adele Levea

The Shepherds' Christmas Song....arr. Lewaas

The New Moon at Christmas.....Warren

He Shall Feed His Flock

Girls Glee Club

Angels We Have Heard.....French

Gesu Bambino.....Pietro Yon Gruber

Silent Night.....Gruber

Mixed Chorus

ReaderJohn Scott

"Community organization for physical fitness and recreation is necessary for maximum service on the home front, peak production on the industrial front, and the efficiency required on the military front."—Harold E. Stassen.

Pupils

STUDY GUIDES

are the product of 17 years experimental development in pedagogical research into functions.

Whether you are an expert, beginning or emergency teacher or supervisor, every success you desire is yours when your methods engage controlling laws by using the guides. With them, Superintendents also become more expert at supervision. They make grading error-proof and simplify the work of the entire staff.

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News Notes and Comments

Education Week Program for 1944

GENERAL THEME EDUCATION FOR NEW TASKS DAILY TOPICS

Sunday, November 5: Building Worldwide Brotherhood

Monday, November 6: Winning the War

Tuesday, November 7: Improving Schools for Tomorrow

Wednesday, November 8: Developing an Enduring Peace

Thursday, November 9: Preparing for the New Technology

Friday, November 10: Educating All of the People

Saturday, November 11: Bettering Community Life

"A Principal's Guide to High School Journalism," by Laurence R. Campbell, Ph.D., is just off the press of Quill and Scroll Foundation, Northwestern University, Chicago 11, Illinois.

"About a generation ago, Germany and Japan tried to copy the American system of sports. What they could not import in one generation, was the American spirit of athletic competition; that spirit which engenders champion manpower because it encourages individual brilliance as well as disciplined teamwork. American athletics, conceived in a democratic setting, are still American weapons which can never be fully developed under a dictatorship."—BERNARD F. OAKES, University of Wyoming.

"A Directory of Plays for All-Female Casts," prepared by a committee of high school dramatics teachers under the direction of Robert W. Ensley, has just been published by the National Thespian Dramatics Honor Society, College Hill Station, Cincinnati, Ohio. The price is 25c per copy.

It Is Now the High School Debate Question

Frequent recent requests for the December, 1942, number of *School Activities*—the supply of which is now entirely exhausted—recalls that C. C. Harvey's "The Question of Age Limit for Future Voters" was released in that number.

Cornell University Strikes at Public Apathy With Civil Liberties Lectures

Proving they are alive to the public school's responsibility for an informed citizenry, Ameri-

can educators in statements released by Edmund E. Day, President of Cornell University, have proposed action to re-educate the 77 per cent of the American people who, according to a recent survey, do not know what the Bill of Rights is.

These statements came in response to a letter by President Day announcing the Edward L. Bernays Lectures on Civil Liberties to be given at Cornell University this fall, which will provide a rallying point for the reaffirmation and protection of our civil liberties and in this way strengthen these democratic privileges. The lectures are made possible through a grant to the University from Edward L. Bernays, counsel on public relations of New York, Cornell alumnus of the class of 1912.

"Books Bring Adventure," a series of transcriptions, produced by the Association of the Junior Leagues of America to help fill the need for good children's radio programs, became available October 1, it is announced by Miss Cecil Lester Jones, the president.

Written information about the series may be obtained from Miss Chandler at the Association's headquarters at the Waldorf-Astoria Hotel, New York City.

"The Postwar Information Bulletin" is a new publication designed to assist discussion leaders, teachers, librarians, and others interested in postwar questions in planning their programs. It is published at 8 West 40th Street, New York City.

CORRECTION: Stella M. Smith, whose "An Evaluation of the Student Council" appeared in the October number of *School Activities*, is head of the commercial department of Austin High School, El Paso, Texas—not Austin, as indicated.

Youth Centers Commended

The efforts of a considerable number of towns and cities over the state to provide community recreational facilities is a movement that deserves commendation and encouragement. The younger generation feeds on action. To the extent that the activities of youth are properly directed in their play and in their association together the greater is the opportunity of their becoming useful and law-abiding citizens. On the other hand, community centers can do much to counteract the tendencies of unrestrained childhood to drift into delinquencies.—Editorial in *West Virginia School Journal*.

Dr. Laurence R. Campbell, advisory editor of *School Activities*, has resigned as news editor of the *Wall Street Journal's* Pacific Coast edition to accept an associate professorship in Temple University's department of journalism which is

now augmenting its staff to expand its post-war program.

1944-45 Basketball Rules

Some changes were made in the basketball rules for the coming season by the National Basketball Rules Committee of the United States and Canada. This Committee is composed of high school and college representatives and the National Federation edition of the rules is official for high school games in Michigan with the exception of a few modifications as have been made at State Association rules meetings. Copies of the National Federation edition of the basketball rules will be distributed to all junior and senior high school basketball coaches and to officials who are registered with the State Association for the current school year.

The following list of changes and clarifications appears on the inside cover of the edition of the rules referred to above. It is recommended that all of the rules themselves be read in order that the complete changes may be understood.

RULE CHANGES—Rule 2-6, 4-4 and 10-8-Pen. (f): 5th (instead of 4th) personal foul disqualifies. No extra foul is permitted in extra period game.

Rule 3-3, last year's 3-4 and part of 10-5 omitted: A substitute may re-enter an unlimited number of times. Also, list of substitutes as well as of starting players must be given Scorer two minutes before game.

Rule 6-6-(b): A team may cause ball to go from inbounds to their back court only during or after a jump ball. Last year there were four situations after which ball could be returned to back court.

Rule 9-1: This covers free throw violations which were formerly in old Sections 2, 8 and 12. Slight changes are: (a) if both teams violate these provisions, play is resumed by jump at nearer free throw line; and (b) if a teammate of the thrower illegally touches ball or basket during a free throw, penalty is the same as for any other violation by that team, i.e., ball out of bounds (rather than jump at the line).

Rule 9-19: On a throw for field goal, no opponent may touch the ball while it is entirely above ring level and is in downward flight, until the try has touched ring or background or it is apparent that, if not touched, the try will fail.

CODE IMPROVEMENT—Rule 1-10: Limits net length and legalizes heavier nets. The note permits use of war-time material. In Rule 5-8-(e), second paragraph of the note gives Official discretionary power to kill ball when an injured player obviously needs attention. Rule 7-1 contains the 5-second throw-in limitation and Question 2 covers the throw-in goal which was inadequately covered in last year's Rule 9-1. Rule 9-3 covers items which were formerly in old Sections 4, 5 and 6. Rule 9-8 is greatly simplified. Questions under 2-11, 6-6 and 9-3 have been modernized.

COMMENTS ON RULE AND CODE CHANGES

5-FOUL RULE: Player is disqualified when he

commits his fifth personal foul. Last year, an extra foul was permitted in an extra period college game, but the new rule does not allow an additional foul in any game. The number of permissible fouls is the same for all age groups. Since a player disqualifies himself by committing his fifth personal foul; he is not permitted to attempt his free throw if his foul should be one of a double foul, and it is not a technical foul for him to leave the court immediately and before his substitute has reported.

RIGHT TO RETURN THE BALL TO BACK

COURT: Last year a team could cause ball to go to their back court after: (1) a try for goal; or (2) a jump ball; or (3) an out of bounds play; or (4) recovery of ball from control of opponent. The new rule gives this right only during or after a jump ball. If B1 passes or dribbles and if A1 while in his front court, intercepts by tapping or catching such pass or dribble and causes ball to go to A's back court, it is a violation. If A1 legally has ball out of bounds, he may throw ball directly into his back court but no player of A who touches the throw-in may cause it to go to his back court. After a try for field goal by A, they cannot cause ball to go to their back court. During a jump ball, a jumper may tap ball to his back court or the first of the other 8 players who touches the ball after jump ball ends, may cause it to go to his back court. Such player may not dribble the ball back and forth across the line more than once and he may not lose control, then secure control again and cause ball to go to his back court. The new rule eliminates some of the questionable cases which arose last year when there was a lapse of time following recovery after one of the four listed types of play.

GOAL TENDING LIMITATION: This limitation applies to a controlled throw for goal and not to an uncontrolled batting of ball toward basket. An opponent of a thrower may still touch ball while it is above ring level during rebounds, provided such player does not touch ball in the basket cylinder. If it is apparent that the try is falling short, there is no limitation on where ball may be touched. When this violation occurs, ball becomes dead immediately and points are awarded the throwing team and credited to the thrower. If ball were not considered dead immediately, there would be some question as to how the goal should be credited in cases where, despite the illegal touching, ball goes in the basket. In such cases, ball is last touched by the opponent before going in the basket and hence it might be claimed that such player must be credited with a goal in the wrong basket. This would be further complicated by similar situations which might occur during a free throw in connection with the violation listed in Section 9. These conflicts are avoided by prescribing that the ball becomes dead as soon as either of these violations occur.

OFFICIAL'S RIGHT TO KILL BALL: In certain emergencies, there are injuries which clearly incapacitate a player and for which it seems apparent that immediate medical attention is

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needed. In such circumstances, Official now has authority to kill ball even if it is not in control of the injured player's team. This authorization is given through an omission and an addition in the second paragraph of the note in Rule 5-8-(e). Last year's word "only" in the first line has been omitted and the last sentence is new. This power should be used only in emergencies. In most situations where a scoring play is imminent, Official will still withhold his whistle until the play has ended.

TOUCHING BALL ON OR IN BASKET: In previous years, Rule 9-8 was complicated and was, in some respects, contradictory. The new section is simplified. Last year's part which covered the violation by the offense during a free throw is now with other free throw violations in Section 1. Violations by the defense are now with other similar basket violations in Section 9. Probably the whole of new Section 8 could be omitted without any bad effect. The provision was inserted when basket rings were insecure and could be joggled over under the ball.

—Michigan H. S. Athletic Association Bulletin

The Birmingham Poetry Festival (Continued from page 103)

Speech classes in charge as leaders and judges. All reading was judged on: the choice of poem; enunciation; interpretation; poise; audience contact.

Under the direction of the Art teachers, simple badges were prepared for all entrants in the schools and for section and class winners. Ribbon badges were provided by the supervisor for the two school winners, the five area winners, and for the five finalists judged for place. In the finals, Auditorium teachers, not connected with any of the contestants, were used as judges.

The newspapers co-operated with articles, photographs, and editorials. One of the local radio stations used the five finalists on a children's program. The assembly period of the monthly teachers' meeting was devoted to readings by the finalists in this Festival and those of the High School Poetry Festival.

The outcomes are very evident to teachers, principal, supervisor—a very definite interest in poetry, improved reading, increased poise and self-confidence among the pupils; a renewed interest in poetry upon the part of many parents; and the very real enjoyment that pupils took in the festival.

The discrimination in the choice of poems was most encouraging. The selections of the five finalists were respectively: "O Captain! My Captain!" Walt Whit-

man; "Alabama," Julia Tutwiler; "Uncle Sam Stands Up," Ben Hetch; "The Vinegar Man," Ruth Comfort Mitchell; and "We Are Seven," William Wordsworth. The range from simple to too difficult—the sad, the humorous, the stirring—showed most interesting individuality of choice.

A summary of the results shows that in the selection of the five finalists, the five alternates, and five honorable mentions in each area—a possible total of fifteen children—fifteen elementary schools were represented. Of the five finalists two were boys and three were girls.

Interested in the children's own reactions, the question was asked, "What did the Poetry Festival mean to or do for you?" These are some of the responses: "It helped me improve my reading. It helped me to talk more plainly and to understand the use of punctuation marks. It made me love and understand poetry better. The criticism helped my speech. It helped me overcome timidity and stage-fright. It brought out our talents. It helped us overcome difficulties and gave us experience in competitions. It helped us to be better sports." And, as a little fourth-grader expressed it, "I learned a lot of words I never knew before."

Taken all in all, the Poetry Festival has brought us closer together in a pleasurable activity, achieved some very definite improvements, and proved a very satisfying and worthwhile undertaking.

What is needed is to improve the basic education of all our people so as to give them understanding of the problems we face and skill in solving them. In addition we must put into operation means of bringing to the people a constant stream of factual information, secure discussion of issues in small groups on the basis of facts presented, and improve processes for selecting representatives who reflect the best thinking of the people.—Editorial in *Virginia Journal of Education*.



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HIGH SCHOOL SPEAKERS BUREAU LEADS FIGHT ON TUBERCULOSIS

In 1942 the Broome County Tuberculosis and Public Health Association of New York sought help from the Department of Education in Binghamton for an increased attack toward the eradication of tuberculosis. The goal is *no more of this disease in New York State after 1960*. Ways and means were discussed and finally it was decided to enlarge the area to include Johnson City and Endicott, and to organize a Triple Cities High School Speakers Bureau.

Through the co-operation of the superintendent of schools, the principals, and teachers of speech in the four high schools, students have studied the history, treatment, and control of tuberculosis as a part of the regular assignment in speech classes. They have prepared and given original talks each year for the Christmas Seal sale at all of the various organizations of the Triple Cities. Men and women who have heard these student speakers have been most generous not only in words of praise, but in the increased purchase of seals.

In addition to these talks, students have used the materials about tuberculosis in oral reading, panel discussions, debates, oral and written compositions, radio scripts, and as a basis for further scientific research.

Thirty-one clubs and organizations invited student speakers to their regular meetings and all schools, elementary and secondary, arranged special assemblies at which students presented their talks. Each year over fifty such talks have been given. A follow-up of the students' work was made through principals, the County Association members, the Director of English, newspaper reporters, and telephone calls from members of various clubs and organizations. In every case invitations have been issued for a return of students the succeeding year.

The advantages of the project are manifold: interpretation of school work to community, practical application of speech training, co-operation of school with community agencies, opportunities for students to meet life's situations, dissemination of valuable health facts, awareness on the part of pupils of the campaign against tuberculosis, stimulation of critical thinking, acceptance of responsibility, and getting "the message" into homes of the Triple Cities.—ELIZABETH J. DRAKE, Director of English, Binghamton, New York, Public Schools.

STUDENTS MAKE IMAGINARY TOURS EXCHANGE MATERIALS WITH OTHERS

Students of Jefferson Junior High School, Dubuque, Iowa, are taking a trip around the United States, not by actual travel, but by visual education and exchange of letters, scrapbooks,

souvenirs, and ideas, with boys and girls of their age at schools all over the country.

Through the activities of the American Citizenship forum, the youngsters are preparing to be better future citizens by learning about and understanding how people live and make their way in other places than the pupils' immediate domain. The group meets twice weekly for one-hour periods. During these periods pupils are in complete charge of programs and discussions, and teachers serve merely in advisory capacities. Every week movies in the form of travel films, taking sections of the United States as illustrative matter, and portraying points of interest and important achievements, are shown. Discussions follow the pictures and are based on the sections of the country portrayed by them.

Much of the time and effort of students is spent on the letter-writing project. Students selected schools in other states about which they wished to learn. To these they wrote letters asking for pertinent information as to the type of industries, leading agricultural products, manufacturing facilities, history of locality, and the like. They promised return information about Iowa to fellow pupils who replied.

Response was much better than the pupils expected. Letters came from Kentucky, Alabama, North Dakota, Virginia, Massachusetts, and others, describing interesting things about the states, products, industries, cities, parks, churches, and educational institutions. Many schools sent scrapbooks and pictures of buildings, natural scenery, and great men. Some schools sent copies of their school papers, club and assembly programs, etc.

Teachers of Jefferson Junior High School feel that the interchange of ideas among students serves as a means of building friendship and unity which will likely be far-reaching in the lives of the youngsters who will eventually make the laws and guide the destinies of future generations. An exhibit of the materials secured from other schools was made recently and attracted much attention in the community.—BARBARA H. MANN, *Telegraph-Herald*, Dubuque, Iowa.

QUESTIONS USED IN HIGH SCHOOL FORUMS AND DISCUSSION GROUPS

Last year American Problems classes of Des Moines, Iowa, high schools developed a set of questions for use in forums and discussion groups of that city. These questions were compiled as follows by J. Edgar Stonecipher, Director of High Schools in Des Moines:

Youth problems: How can youth find reputable places of recreation at the present time? What are the causes and cures of juvenile delinquency in wartime and what are the responsibilities of youth in helping solve this problem?

What should be the policies of schools toward athletics in wartime? Should the voting age be lowered to eighteen? Should the United States adopt a compulsory military training or national service program for all boys? What are the responsibilities of young people in our society and how can they best meet them?

National problems: Should an extended program of security as suggested by the President's "Second Bill of Rights" be put into effect? How can the relationships of the Executive and Legislative branches of our national government be improved? Should congress enact legislation for compulsory labor conscription? Should strikes be outlawed for the duration? How can industry best be converted to peacetime production? Are we winning the fight against inflation? What kind of postwar world do we want? What are the prospects for youth in the postwar world?

International problems: Demobilization problems and plans for return to peacetime economy. Race and minority group relations and problems. Should the treaty ratification powers of Congress be changed? What type of international organization will succeed best in maintaining world peace?

In the George Washington High School, Indianapolis, Indiana, the school forum took for its yearly theme "Planning for Participation in Tomorrow's World." The emphasis was upon economic and social questions, and with more time for student participation in discussions. Outlines for each week's subject and suggestions for reading were furnished by the social science library. The following are some of the questions and discussions which were taken up in the meetings on the forum schedule for the second semester of the 1943-44 term:

March 5—Background of the War; March 11—World Resources for War and Peace; March 18—Postwar Planners; What Agencies are Interested and How are they Proceeding? March 23—Economic Aspects of Peace; March 30—Colonial Problems after the War; April 1—Issues of the War; What Are We Fighting For? April 12—What Is Involved in Race Relations? April 20—The Political-International Problems of Peace; April 27—Latin American Relations. W. G. Gingery, principal of George Washington High School, is sponsor of the forum. A prominent adult is selected as leader for each session.

BOOKS BY JUNIOR HIGH AUTHORS REFLECT INTERESTS OF SCHOOLS

Springfield, Massachusetts, junior high school pupils have become authors, illustrators, printers, and publishers of books which can stand comparison with limited editions produced by professionals. An outgrowth of the work in education for democracy, the books are a practical demonstration of the progress being made in the public schools' campaign for racial and religious tolerance through understanding of America's richly varied heritage.

In 1940, soon after the introduction of the local program in citizenship education which since has attained national fame as the "Spring-

field Plan," a seventh grade at Classical Junior High School began the book publishing business with "We Write," the story of civilization. Since then, three other books have been issued, and several more are in the process of production. Those already completed are "Folk Music," ninth grade pupils of the Van Sickley Junior High School; "A School Speaks," by all grades at the Classical Junior High; and "Pioneer Spirits," by the Forest Park Junior High School ninth grade.

Handsomely printed and bound in the school shops, with illustrations by art students, these volumes are outstanding examples of co-operative effort. They are the result not only of the joint work of many boys and girls, but also of practically all groups of each school. On display at the central office of the school system, they serve to acquaint visitors from all parts of the country with one phase of the local program in education for democratic citizenship.

But useful as these books are as a "show window" for the school activities, their primary purpose lies in the educational gains for the boys and girls themselves and eventually for the community they are learning to serve. There is nothing haphazard or rushed about the junior high book publishing business. It is spread over the entire school year and is the result of careful study and preparation.—MARY LINDA HELFANT, *Springfield Republican*, Springfield, Mass.

YOUTH PLAYGROUND PROJECTS IMPROVE OHIO COMMUNITY

Classes in home economics, sociology, physical education, radio, literature, and education at Kent State University, Kent, Ohio, use the community recreation program for training-school experience and survey work. During the summer session of 1943, several interesting projects in community improvement were carried out under the direction of Dr. Marion Van Campen in connection with her class at Kent State in "Community Participation." Accounts of some of these projects follow:

Playground Activities. At the beginning of the playground program, children studied ways in which they could be of service to their community during the summer months. Committees were formed to carry out the activities, and children were permitted to select the group with which they wished to work. Each committee was supervised by a student from the Community Participation course.

One group of children did a splendid job of painting and decorating the playground equipment at Kent's three elementary schools. They chose a chairman for their group and made plans for carrying out the project. Some of the activities in which these children engaged were: sanding the swings, slides, and teeters; mixing the paint for use; soaking the brushes to keep them in good condition; making "wet paint" signs; planning the way to decorate the equipment; and cleaning up and putting away tools after the work was completed.

At the beginning of the project, children had

difficulty in living together, and many group problems had to be solved. They had little regard for the rights of others, and they often spoke very harshly to one another. As the work progressed, however, this attitude changed. They learned to live together in a cooperative way, and they developed a concern for the common welfare through the sharing of common interests and experiences. Through working together on group tasks which are real and meaningful to them, they have come to feel that they belong to the community and have a part in it.

Weeding University Campus. A group of children planned, as one of their community activities, to weed the University campus. They came to the grounds every Friday from 1:00 to 2:00 p.m., where under the leadership of group captains, they worked in different sections of the campus. Some weeded flower beds, and others weeded around the shrubbery. Large baskets were filled with the undesirable plants which the children proudly took to the garden for disposal. This project provided an opportunity for the children to share in community responsibilities. As a gratifying outgrowth of this weeding on the University grounds, the children show more interest in their own gardens at home and manifest a functional cooperative enthusiasm toward other community projects.

Control of Soil Erosion and Destruction of Pests. The belief that children owe something to the community of which they are a part, that they should participate in wholesome activities that will develop responsible citizens, and that they should develop community spirit and understanding, were some of the objectives of the program of activities on the Kent school playgrounds.

One activity included the destruction of the harmful tent caterpillar. The children examined the nests and learned of the life history of the pests. They studied the great harm caterpillars can do and saw some of the destruction they had caused. They then learned the best methods of destroying them, and as small groups, located and destroyed many pests. As individuals, the children later went around their own sections of the town, finding the tents in trees, and offering to destroy the nests if the home owners wished them destroyed. Dozens of nests were destroyed, and children told of having their fathers stop on highways while driving around the countryside so that they could destroy nests which had been spotted.

Another activity which the children enjoyed was their work in helping to control soil erosion. They discussed the continuous harm done by erosion and examined the damage done to various fields and gardens. Methods of controlling erosion were explained, and the children actually had the experience of filling in a strip of eroded land by means of a dam.

Collecting Magazines for Veteran's Hospitals. Information was received that a new veteran's hospital was badly in need of magazines and other reading materials. Older boys of the playground immediately organized a magazine-collection

campaign.

First, they decided on the kind of magazines most suitable and how they could be collected. An article in a local newspaper told the public about the project. In the actual collecting process, the larger boys used bicycles, and smaller children used wagons. As magazines were brought in a Committee on Sorting and Tying took charge, arranged the magazines in consecutive order, and tied them into bundles convenient for handling.

The Packing and Shipping Committee had, in the meanwhile, collected pasteboard boxes from the stores in town. They packed the bundles in boxes and tied them securely. Each member of the group made out one shipping tag, using his own name and return address. The boxes, containing six hundred pounds of reading material, were then shipped to the hospital. The planning committee had charge of the finances connected with the project, and the expenses of the committee were met through the sale of unusable magazines that were classified as waste paper.

The Junior Special, A Playground Newspaper. This was a weekly paper which improved with each issue. It expanded from a one-page hand-printed paper of five articles into a two-page periodical, complete with headlines and leads.

The newspaper carried accounts of the activities and interests of boys and girls of the playground center. It gave children an outlet for their creative ability and made them aware of the achievements of their fellows. To create a desire to take part in an activity, to do something that was worth doing, to have the children self-guided as much as possible, to develop the ability to judge, to develop the ability to organize ideas, to develop an appreciation of the value of working cooperatively, and to have the news of their children's activities come before parents—these were the aims of "The Junior Special."

Note: This article was written from accounts of projects and activities sent by members of the Community Participation class carried on at Kent State University during the summer session of 1943. Members of the class which sent accounts of the projects were: Doris Haskins, Maxine Donner, Norma Grey, Lavina Alderman, Doris Schaeffer, Adda Alderman, AuVerne Proper, Aurilla Lyon, Sister Mary Esther, Sister Mary Evangelist, Elton Harrison, Ruth Ayers, and Christine McCreary.

INTERNATIONAL RELATIONS CLUB SUPPLEMENTS CLASSROOM WORK

The International Relations Club of Plymouth, Michigan, High School started about the middle of the first semester and was a direct outgrowth of curricular activities and discussions in social science classes.

Many of the discussions in the classes centered around the postwar world. Some members came to the conclusion that discussions were not extensive enough to get to the heart of issues and problems in the limited amount of class time which could be devoted to it. They decided to

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form a discussion club on international relations.

The group of interested students placed an announcement on bulletin-boards that the club would be organized, and invited students interested in studying and discussing international relations with special emphasis on those aspects which would help them in forming an intelligent opinion on problems of the postwar world, to meet and help formulate plans. The teacher of history was chosen as faculty sponsor. About twenty-five juniors and seniors attended the first meeting. It was decided to hold a luncheon meeting each Tuesday during the noon hour.

The officers elected were president or discussion leader, secretary-librarian, and program chairman. The name "International Relations Club" was selected, partly to make the group eligible to receive material from the Carnegie Institute, and partly because it expressed what the members wished to study. In a short time an amazing amount of material had been gathered for use as the basis of discussions.

Among the topics discussed thus far are: Versailles Treaty, League of Nations, China-Japanese War, Background of World War II, contrasting philosophies of the Axis and United Nations, and the kind of peace which should follow the present war. Some of the methods of presenting the material used are: reports, panel discussions, planned forum discussions, etc. The students have learned to work together and to explore new fields of interest.—SARAH C. LICKLY, Plymouth, Michigan, High School.

PAPER STAFF PUTS "TEETH" INTO SUBSCRIPTION DRIVE

With the approach of the second semester last school year, it became necessary to plan a drive to secure new subscribers to the *Lake Breezes*, student weekly of Leesburg, Florida, High School. The staff, wishing to put a little life into this routine activity, devised a plan to make the drive effective.

That plan was divided into three parts: First, for two weeks before the opening of the drive, the staff sponsored a daily broadcast at the noon-hour over the public address system. This was composed of up-to-the-minute world news, school activities items, and current gossip, followed by dedicated and requested recordings.

As a second step, the staff endeavored to reach every member of the student body by presenting every member a free edition of the paper. Along with this, the staff sponsored a drive for a "Teen-Canteen," with the paper responsible for securing the support of the community.

A large thermometer was placed on the bulletin-board to record daily subscription sales. Preceding the subscription drive an intensive advertising campaign was put on with many questions, articles, and slogans repeated to arouse curiosity. This was brought to a climax by announcing that the number "250" seen all through the paper for four previous weeks referred to the number of subscriptions needed.—

Lake Breezes staff, Leesburg, Florida, High School.

THE ANNUAL STUDENTS DAY AT WINNER HIGH SCHOOL

A remark made frequently is, "If we could only get students to step into the teachers' places for a day, they would have a better understanding and more sympathy for our problems." When students of Winner, South Dakota, requested a "Students Day," the faculty decided to test the psychology of this statement.

On this day students would run the school and teachers would be in the building but off active duty. The experiment turned out so well that Students Day has become an annual event in the high school.

Who will be principal? How will the student teachers be selected? These were two of the questions which had to be answered at the outset until precedents had been established. The student council finally decided that its president was the logical one for principal, and that the various teachers would be selected by the students themselves.

The students do considerable planning for the day, and they are thoroughly familiar with the responsibilities of each position. Discipline and classroom achievement are better than average on this day, as students look upon it as "our day"

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and are eager to prove that they are competent of handling their own problems.

We feel that the following are some of the desirable outcomes of Students Day in Winner High School:

1. Students are given experience in governing a typical democratic institution in a co-operative way.

2. The students feel that the faculty has confidence in their ability to govern themselves, and this increases their respect for their teachers.

3. Students learn first hand of the problems of teachers and as a result are more sympathetic toward those problems.

4. It is an aid to morale in the school.

5. It helps to develop student responsibility and co-operation.—MARTIN E. WILLIAMS, Superintendent of Schools, Winner, South Dakota.

AN ACTIVITY PROGRAM TO MEET STUDENT RECREATIONAL NEEDS

There has been, during the past two years, a growing interest in community recreation on the part of the Litchfield High School student body. This interest has been an outgrowth of what the students felt was a definite lack of local recreational facilities.

This interest led the student council to conduct, in December, 1942, a survey of student opinion to determine just what the students would like in the way of recreational facilities. The results of this survey were presented to a group of adults made up of members of various local organizations interested in youth activities. Members of the student council were called upon from time to time to discuss matters with this group. As a result of these meetings, two organizations, the Kiwanis Club and the Ministerial Association, planned a series of Friday evening and Saturday afternoon activities for the young people. The Kiwanis Club sponsored the evening programs, at which time dancing was the chief entertainment, while the Ministerial Association sponsored the afternoon programs at which numerous game-type activities were offered. The local community hall was made available for these activities by the city council. The students were called upon to do most of the planning for these events, while the organizations furnished the supervision.

This year the student council has been interested in the organization of a Youth Center. While the Center is not yet in operation, the plans are made and well under way, and it appears that the Center will be put into operation within a rather short time. This Center will be under the direction of a board composed chiefly of adults, but will include in its membership three students elected by the student body. Thus the student body will have a continuous opportunity to present its plans and ideas to the governing group.

In this manner the students of Litchfield High School have succeeded in improving, to some extent, their own recreational opportunities.—

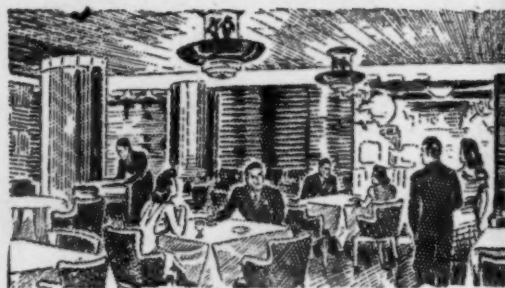
V. C. SCHRANZ, Principal, Junior-Senior High School, Litchfield, Minnesota.

LEADERSHIP ORGANIZATIONS HAVE UNIFYING INFLUENCE

Located in the heart of the heavy steel industrial section of Pittsburgh, Pennsylvania, Gladstone Junior High School serves a rather heterogeneous group of children. We believe that one primary function of the school is as a unifying influence in the community. Thus we hope to make our contribution to the community by training our pupils in effective citizenship.

To accomplish this aim, various student participation organizations have been established. Three of our pioneer organizations are worthy of mention: the cabinet, student court, and presidents' council. The members and officers of these groups are selected through the school's civil service system which is based on a "merit" plan. The council is composed of the preferentially elected presidents of homerooms.

The court tries students accused of traffic violations. When a patrol officer observes the infraction of a regulation, the violator is given a ticket and summoned for trial. If found guilty, the student is assigned to detention room. The student body respects the court because it has



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The cabinet is a kind of service organization which works with the counselor. The members help with the orientation of new students, in school improvement projects, school elections, and to expedite various activities.

The council discusses current school problems, and each homeroom president carries back to his group a full report of meetings. Between presidents' council and student body there is an exchange of ideas and working co-operation which is a practical application of the principles of "initiative and referendum." Many projects have been carried out which benefitted the entire school.—FRED W. GLASER, Gladstone Junior High School, Pittsburgh, Pennsylvania.

TRIPS AND EXCURSIONS ARE RURAL SCHOOL ACTIVITIES

In rural schools of all kinds where activities are somewhat limited, trips to town and field excursions give pupils something to do which is educational and add interest to the daily work. How many rural teachers take their pupils out of the classroom occasionally to visit places of interest in the vicinity or to study nature at first hand? How many sponsor trips to town and visits to factories and public buildings during the year?

The first step in planning such trips is to get the approval of parents, and permission from the places which are to be visited. There are usually people in the community who are willing to help with the problem of transportation. At the present time there are restrictions on travel and also on certain places of interest which might be visited, but the problems are not so great to eliminate entirely this form of activity for rural boys and girls.

Among the places where my class has visited during the past year are a radio station, newspaper printing shop, city fire station, mills, factories, and dairy. People connected with these have always welcomed the boys and girls, answered their questions in a most courteous way, and sometimes given them souvenirs to take home. The trips to town have been helpful in the teaching of social studies and have formed the basis for several exercises and programs. If trips of this nature are not practical for some schools, there are still the field trips which can be made in the immediate vicinity which are of interest.—MARCELLA EGGERSDORFER, Madeline, Minnesota.

BEST CITIZENS OF SCHOOL SELECTED FOR RECOGNITION

The Ponca City, Oklahoma, High School has a plan which is effective in motivating students to strive to become more competent and responsible citizens. It was started several years ago by the student council, and is now an established tradition of the school.

Each month two students, a boy and a girl, are

elected by the student body as "Best Citizens." This is done by having two nominees from each homeroom presented to the student council. The council selects three boys and three girls from the nominees to be voted on by the student body. At the first assembly each month the principal presents the two winners with gold pins which are purchased by the council. The two "Best Citizens" of each month are guests at a luncheon of the Lions Club and receive other forms of recognition.

At the close of each school year, the students vote on the eighteen students selected for the nine months, and choose the two "Best Citizens of the Term." These are presented with diamond set pins. Recently the Lions Club asked to have the honor of purchasing and presenting the pins to the two students who are selected for the annual recognition.

Before a student is eligible to have his name on the ballot, his record for the semester must be checked. This task is the responsibility of the School Spirit Committee of the Student Council. A candidate for the honor must have had no unexcused absences, grades must be satisfactory, and no black marks against his record. Above all, he must be a student who exhibits the qualities of good citizenship in his daily contacts in the school, and must work for the good of the school. This plan of awarding recognition for outstanding citizenship has been an incentive to students to be more competent and reliable in their everyday school life.—DORIS DICKSON, Ponca City, Oklahoma, High School.

COMMUNITY NIGHT CARNIVAL IS STUDENT-PLANNED AFFAIR

Dance music, open house, popcorn, bingo, ring tossing, games, refreshments—these were some of the features of the carnival at the Roeliff Jansen Central School, Hillsdale, New York. The carnival is an annual event held in the fall under the sponsorship of the Student Association. It is planned and conducted by the student body as a community night for their parents and friends.


Committees of the Student Association were appointed to handle various parts of the evening's entertainment. The program began with a band concert, followed by "Open House" when guests visited classrooms to meet teachers and see the exhibits. Then the carnival began. "Come and play Bingo here," called the editor of the school paper. "Buy your girl a bag of popcorn—right over here," came from the husky voice of the captain of the basketball team.

The school orchestra played, and the center

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section of the gym was roped off for dancing. The gym was gayly decorated in a carnival fashion, with booths on all sides. The evening of wholesome games and recreation was not only enjoyed by the students and their parents but it was also a big financial success.

The Student Association is a very active organization, composed of ten permanent committees, and headed by an elected executive committee and critic. Almost every student in the school participated in some phase of planning or conducting the carnival. All proceeds were turned into the general fund of the Student Association.

Our fall carnival is a student activity involving much group planning and compromising. It gives students a chance to execute original, individual ideas, and to discover their own abilities in leadership.—HUGHES DEARLOVE, Principal, Roeliff Central School, Hillsdale, New York.

BOXING AND WRESTLING REQUIRED OF ALL BOYS

Part of our physical education program at Bishop, California, Union High School is to require every physically fit boy to participate in boxing and wrestling.

Match winners may elect to meet another winner or they may decide to drop out of match play when they have satisfied grade requirements.

All final matches in each weight class in both

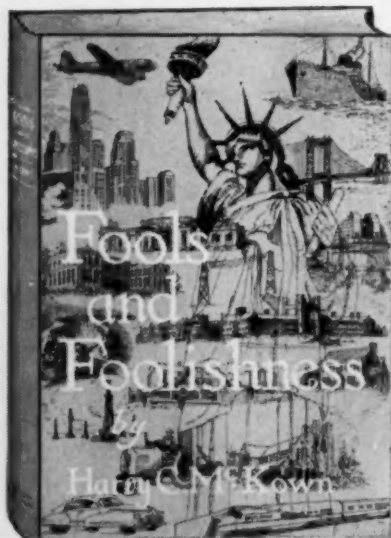
boxing and wrestling are held at a "Smokeless Smoker" night, so arranged that the quarter and semi-finals produce approximately the same number of boys for the finals from each of the four classes in school. This allows for an inter-class championship.—RUTH FRANKEL, Counselor, Bishop Union High School, Bishop, California.

ITEMS IN BRIEF

In one Chicago school, booths were lent by the election board so that the selection of officers for the student government could be carried out in keeping with the usual election procedure. The impressive induction ceremony which comes later gives these officers a sense of responsibility for the welfare of others. In another Chicago school the council sponsors a better-breakfast campaign to create good health habits.

The following are some activities carried out in high schools of Springfield, Massachusetts, in connection with the "Education for Democracy" program: All school activities which did not involve curriculum problems were placed in the hands of the student government. Students visited the sessions of the municipal government and studied its structure and operation. A careful study was made of the philosophy implicit in a democratic society, the nature of the ideal democracy toward which we are striving, the inadequacies of our present democratic processes

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and how they could be overcome. Students examined their own prejudices in terms of this philosophy and discussed them freely. A study was made of public opinion and how it operates. An analysis was made of propaganda techniques and how to differentiate between fact and propaganda. Students met with newspaper editors and discussed the function of the press.

"Thomas Jefferson, Man of Our Time," was the theme of the commencement exercise at the Marion, Louisiana, High School. Students developed the main points of Jefferson's creed: freedom of speech, freedom of religion, public education for all, and trust in the people.

Concerning youth-recreation programs which are springing up all over the country, the National Recreation Association, 315 Fourth Avenue, New York, New York, has issued a booklet, "Teen-Age Centers—Bird's Eye View." This twenty-three page booklet may be purchased for ten cents.

Projects now being carried out by the Dubuque, Iowa, High School art students include a mural for the library. The mural, which will be placed on the front, back, and eastern walls, has the Dubuque Senior High School and books as its subjects.

Last year a movement to fight inflation, which attracted national attention, was started by students of Maumee, Ohio, High School. An assembly was arranged to answer questions on how inflation can be prevented. Class presidents gave talks about inflation and what students can do to prevent it. Posters illustrating various points about inflation were displayed. A newspaper photographer was present to take a picture of the anti-inflation assembly. Pledge cards were issued in homerooms to those students who wished to sign them. In this pledge students agreed to follow the rule of "use it up, wear it out, make it do, or do without," and with the money they save to invest in insurance, pay off debts, or buy bonds.

At the end of each school year prizes are given for the best science project in the University School, Cleveland, Ohio. The entries are judged on the basis of excellence of work and originality. The type of work entered in the past has been collections of rocks and minerals, wild flowers, leaves, insects, native woods, and star charts.

During the first few days at the opening of the school term at the Hughes High School, Cincinnati, Ohio, students have an opportunity to greet their new friends, adjust their new programs, and assist newcomers in the school. Situated at strategic points throughout the school are freshmen aides or guides, ready and willing to give information on such questions as: "Do we have to report to our homerooms after each class?" "Which is the nearest way out of the building?" "Are all clubs open to freshmen?" "How do I join the orchestra?" It is through this plan that the incoming freshmen are made to feel at home. They are made to feel that they are a part of the school and the result is that they become adjusted to their new environment in a much shorter time.

On what does your school base good citizenship? Does your school have a score card which is used to evaluate the citizenship of students? Many schools give citizenship marks on grade cards, require certain standards in citizenship for participation in certain activities, etc., yet their methods of ranking students on citizenship are not satisfactory. The Editor of this Department would like to hear from schools which have devised some satisfactory method of judging objectively the citizenship of students.

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 25, 1912

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for October 1, 1944

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:
Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.
Managing Editor: C. R. Van Nice, Topeka, Kans.
Business Manager: C. R. Van Nice, Topeka, Kans.
2. That the owner is School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; H. G. Gross, Sedgwick, Kansas; T. H. Reed, Topeka, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; A. D. Robb, Helena, Montana; Harold E. Gibson, Jacksonville, Illinois; D. R. Taggart, Topeka, Kansas; H. M. Bush, Topeka, Kansas; Ray Hanson, DelMar, California; L. Odessa Davidson, Topeka, Kansas; Elizabeth M. Gross,

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(Signature of Business Manager)

Sworn to and subscribed before me this twenty-eighth day of September, 1944

A. J. BASSETT

(Seal)

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Comedy Cues

FEELING FINE

First Speeder: "Didn't you say that if I got sort of sociable to the judge that he'd fix matters up for me?"

Second Speeder: "Sure—how did he react?"

First Speeder: "Yea—he reacted all right. I said 'Good morning, Judge—how's the old boy today?'"

Second Speeder: "Didn't he take kindly to that?"

First Speeder: "Why, the old codger said, 'Fine, ten dollars!'" —*The Balance Sheet*.

COULD DO IT ALL

CLERK (in bookstore): This will do half of your work for you.

STUDENT: Fine, I'll take two.

—*Michigan Education Journal*

HIPPOLATUS

Inspecting a pair of trousers in his shop in Athens, a tailor queried, "Euripides?"

Answered the customer, "Yah, Eumenides." —*Texas Outlook*

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SAME THING

FRESHMAN: I don't know.

SOPHOMORE: I'm not prepared.

JUNIOR: I don't remember.

SENIOR: I don't believe I can add anything to what has been said. —*Texas Outlook*

AT LONG LAST

It happened during the rush for gasoline ration coupons, and the scene was an American high school. The white-haired teacher at the table looked up and grinned at the man standing before her, application in hand.

"Well," she said, "after all these years, I'm finally able to give you an 'A!'"

—*Balance Sheet*

DINNER GUEST: Will you pass the nuts, Professor?

PROFESSOR (absent-mindedly): Yes, I suppose so, most of them. I usually do.

A BRIBE IS A LESSON

A New Jersey teacher offered to give a pupil a passing grade recently in return for a bribe—and thereby taught a lesson.

"Is there anything I could give you so I could get a passing mark?" the boy asked his mathematics teacher?

The teacher didn't even blink as she replied, "Yes, I'll pass you for four white side-wall tires and a dozen nylons."

"But — but that's impossible!" the boy protested.

There was a moment's pause as the pupil stared at his impassive teacher.

"Oh, I get it!" he said.

—*N. J. E. A. Reporter*

STAY AFTER SCHOOL

The teacher had a lot of clerical work to do, so she placed her hat in front of the class of six-year-olds, saying, "Now, children, I want you to look at my hat, and write some nice little sentences about it."

The class set to work, and were silent for quite five minutes. Then a face appeared at the teacher's desk, and Edward's voice was heard: "Please, miss, are there two 'b's' in shabby?"

—*Tit-Bits*

UNIVERSAL TRUTH

TEACHER (stressing the importance of proper habits): What is it that we find so easy to get into and so hard to get out of?

STUDENT: Bed.

—*Oklahoma Teacher*

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